BUCK COMMEMORATION VOLUME

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Edited by
L. K. GOVINDARAJULU

WITH A
Foreword by Dr. P. SUBBAROYAN, M.A., D.C.L.,
Bar-at-law, M.L.C.

Published by
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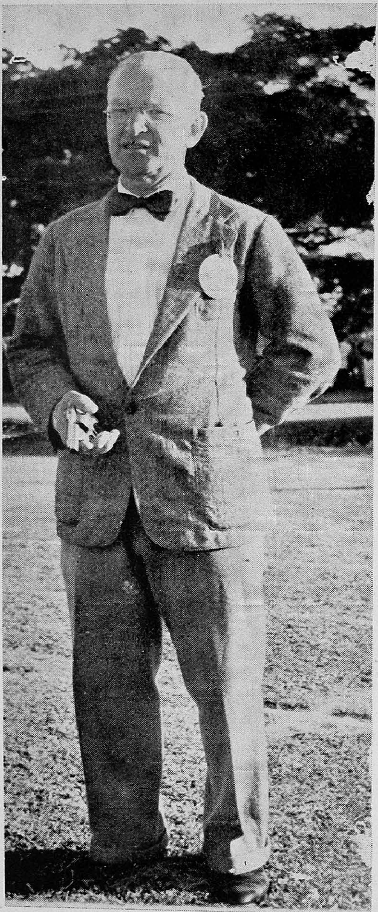

Photo by L. K. Govindarajulu

HARRY CROWE BUCK*

*This Photograph was taken at one of the Olympics held at Saidapet. Little did I know then that I would have to put that photograph to this use.—*Editor*

BUCK COMMEMORATION VOLUME

BEING

A MEMORIAL

Dedicated to

HARRY CROWE BUCK,
M.A. (Col.), M.P.E. (Springfield),
Founder-Principal, YMCA College of Physical Education, India,
1920–1943
and
Adviser to the Government of Madras on Physical Education,
1922–1943

EDITED BY

L. K. Govindarajulu, B.A., B.L.,
Director of Physical Education, Annamalai University,
Annamalainagar, S. India

Published

On behalf of the ALUMNI ASSOCIATION of the YMCA College of Physical Education, Saidapet, S. INDIA,
By THE BUCK COMMEMORATION VOLUME COMMITTEE

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Buck Commemoration Volume Committee

(1884–1943)

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Mr. K. NARASIMHACHAR, B.A.

Mr. P. M. JOSEPH, B.SC., B.P.E. (*Springfield*)

FOREWORD

I was associated with Mr. Buck for nearly a quarter of a century in connection with the founding of the YMCA College of Physical Education which will always stand as a memorial to his work, in this part of our country and also in connection with the Madras Olympic Association. He was a pioneer in the field of athletics as far as India was concerned and he was earnest that India should take her rightful place in the arena of International Sports and in the Olympic Contests. With this in view he worked hard and laid out a fine athletic track in the YMCA College of Physical Education where he taught many Indian athletes, who subsequently made a mark in the Indian Olympics. He was keen on the training of physical educational instructors and he managed to get the then Government to give a grant of land at Saidapet which could be put to great use to the benefit of the people not only of this Province but all India. If the YMCA College of Physical Education has become what it is today it is due to what Mr. Buck with the aid of Mrs. Buck and other co-workers did by devoting themselves to making the place what it ought to be and today we see the fruits of his labours. The future of this College is assured because of the work that Mr. Buck with the aid of Mrs. Buck did at its inception. The Madras Olympics in his time really brought into prominence many athletes because of the wholehearted devotion of Mr. Buck to the cause of Olympics and the Olympic spirit. He knew well what Olympics meant for international concord and felt that the country of his adoption must take its rightful place in such contests. As an American he knew well the advantage of training the athletes in the proper way from the beginning of an athlete's career and he was able to impress on his pupils the advantage of a flying start specially in the sprint events. I remember well how in relay races the changing of the baton always caused a certain amount of trouble. He taught his pupils the way in which it should be done and the improvement we see today in this particular event show that Mr. Buck was able to instil into his pupils the right method which he so well understood. This compilation

of tributes from his friends will show what great work Mr. Buck did and what contribution he made to Indian Olympics in general and Madras Olympics in particular. His is a loss which we ~~now~~ find is almost irreparable but he has left behind an object lesson which, if we follow, will lead us to success in future Olympics. We must not forget that Mrs. Buck gave her support to her husband in all his activities and saw herself responsible for the training of women athletes. As an Adviser in Physical Education to the Government of Madras Mr. Buck did his utmost to impress on the Government the value of athletics in the bringing up of a nation. We owe a deep debt to him and this book, I trust, will always serve to remind us of what Mr. Buck did. It is very kind of Dr. Andrews to have asked me to write an introduction to this Commemoration Volume and it was indeed a pleasure to have done it.

*(*Sd.*) P. SUBBAROYAN.

* Formerly Minister, Madras Government & Ex-President, Board of Control for Cricket in India, etc.—*Ed.*

PREFACE

In bringing out the Buck Commemoration Volume, the Commemoration Volume Committee are grateful that it has been their privilege to do so. Soon after the demise of Mr. H. C. Buck, the Alumni Association of the YMCA College of Physical Education, of which he was the founder and Principal until his death, resolved to bring out a special Number of *VYAYAM*, the Alumni Journal, of which he was the Editor-in-Chief for a number of years. The unavoidable difficulties of the War years and unforeseen delays prevented the publication of that Memorial Number. After the lapse of some years, the idea of publishing a Memorial Volume was taken up; and late in 1946, the Executive of the Alumni Association appointed the Buck Commemoration Volume Committee and charged it with the responsibility of compiling the Volume and publishing it. Dr. G. F. Andrews, M.A., Ph.D. (Columbia), was appointed Chairman of the Committee, and the other members were Mrs. Kamala Singh, B.Sc., Mr. K. Kuruvilla Jacob, M.Ed. (Leeds), Mr. C.A. Abraham, B.A., Mr. L. K. Govindarajulu, B.A., B.L., and Mr. A. K. Singh, B.Sc. Later, Mr. K. Narasimhachar, B.A., and Mr. P. M. Joseph, B.Sc., B.P.E. (Springfield), also joined the Committee as Secretaries of the Alumni Association.

The Committee have had a great deal of difficulty in collecting and collating the material that is now presented to the reader. It took over two years of constant correspondence to gather all they could; but they are grateful and relieved that it has at long last been possible to discharge their trust with the assistance of Sri L. K. Govindarajulu, one of the members, as Editor of the Volume. The special thanks of the Committee are due to the Editor for his work.

To the many who have been pleased to contribute Messages, Articles or other material, the Committee are deeply indebted; and they take this opportunity to express their grateful thanks to all of them.

Though this is primarily a Memorial Volume dedicated to the memory of one of the greatest pioneers in Health and Physical Education in India, Mr. Harry Crowe Buck, it is the earnest hope of the Committee that this publication will serve as a succinct account of the initiation and advancement of modern or scientific physical education in this country within the last three decades, and will help to inspire and stimulate the thousands of the old students of Mr. Buck—they themselves are undoubtedly pioneers still in the field—to carry on with courage and faith and clear vision, the great work of rebuilding the Indian Nation through healthy, physically fit and noble generations of youth whom they have the special privilege to serve.

Madras,
31st March, 1949.

G. F. ANDREWS,
Chairman,
BUCK COMMEMORATION VOLUME COMMITTEE

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BUCK COMMEMORATION VOLUME

ERRATA AND ADDENDA

Page	No. of Line	
iii	18	*After* Singh, B.Sc. *omit* comma
vi (Foreword)		At end of page *read* instead of the footnote given, "Distinguished politician and sportsman, and formerly Chief Minister, Madras Government and President, Board of Control for Cricket in India".
vii (Contents)	No. 6	*Add* after "Bengal" "now H. E. the Governor-General of India".
24	16	*Omit* comma after 'walk'
30	30	*Delete* the colon
42	35	*For* Nationa *read* National
69	35	*Instead of* 'be used' *read* 'be of use.'
71	8	*For* aproximate *read* approximate
91		*Add* after line 3, "Chief Inspector of Physical Education, Government of Madras"
107	12	*Omit* the word "of" before "Buck"
131		Title should read as APPRECIATIONS. *Omit* A after IV
131		The Footnote: *Add* before "worthy" "the Dedication is"
131	1	Instead of IV–A read IV
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181	1	Read before matter "V."
191	3	*For* spea *read* speak
191	1	Include above the title, "VI PAPERS FROM THE PROVINCES AND STATES"
228	1	*Delete* 'of' *after* 'factor'
,,		Last line: *Delete*

1. MESSAGES

From Dr. J. Henry Gray, M.D., M.P.E., 21, Lenox Avenue, Bronxville, New York, March 25th, 1946*

Bronxville 8, *New York,*
March 25th, 1946.

It was a pleasure to get your letter dated the 4th February asking me to contribute to the Buck Memorial Volume but a much greater pleasure to respond to your request.

Although I had been pioneering Modern Physical Education in India from as far back as the year 1908, it was not till twenty years later that I met Crowe Buck for the first time. This was because Crowe arrived in India in 1920, the same year that I was sent to China and for eight years we worked in different Eastern lands. I returned to India in 1928 as the National Physical Director for the YMCAs of India, Burma and Ceylon, and naturally came in contact with the men and work, at all points. Meantime Buck had given eight good years to the development of the College.

Many plans for a College of Physical Education had been talked over prior to 1920 but for one reason or another none had materialized and it remained for some one to tackle the job who, not only had a vision, the technical skills and sufficient experience but also, a dogged determination, the willingness to fight it out, single handed, if necessary, and to say to himself 'this one thing I do and no other; so help me God'. Such a person was Harry Crowe Buck, the devoted leader who literally forged the YMCA College of Physical Education now at Saidapet, Madras, from raw materials that were none too hopeful to begin with.

My closest contacts with the College center around the three following incidents, when I acted as a sort of 'pinch hitter' as we say in base-ball, or an emergency man. The first was in 1928 when I hastened back to Madras from America to help out after Crowe

[* J. Henry Gray was National Physical Director, YMCAs, India, from 1908 to 1919. He was for some years associated with H. C. Buck in the work of the YMCA College of Physical Education, Madras, and for a brief period, the Principal of that College.]

had nearly succumbed to haemorrhage following a tonsilectomy, only to find that he had made a splendid recovery. The second, when in 1931 the Bucks went on furlough for a year and I with the help of Mia and C. C. Abraham acted as Principal. The third, while Crowe was recovering from a serious abdominal operation. These were trying times but it was a source of satisfaction that I could help out.

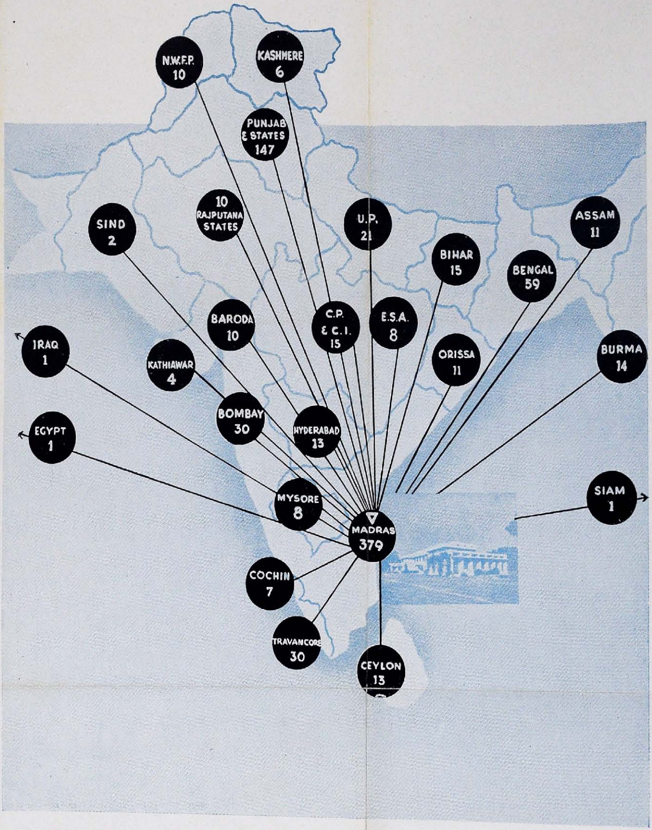
Perhaps the most thrilling experience was the time when we decided to pull out of the crowded, restricted quarters at Royapettah and looked for a place with more adequate space and equipment and where we could accommodate a much larger student body. Our hopes were realized when Government decided to turn over to us our present splendid sight at Saidapet. How magnificently this plot has been developed. It compares favourably with any campus of its kind, anywhere in the world, and that was what we had in mind when we made the move.

There have been dark days too. Occasions that most folks know nothing about, when it seemed that the whole project would be cancelled. But friends have always rallied to the support of the work, believing as we did in its value to India, and how magnificently it has produced its graduates scattered all over India as they are.

It has been a rare treat to have had the opportunity to be associated with Buck and the College, to have had the opportunity to help out, especially when needed, and to share in its final successful outcome. But it must never be forgotten that through thick and thin, dark days and bright, year in and year out, for more than two decades, it has always been the dogged perseverance of Crowe Buck, as he has selflessly put his best into the task, not only of securing adequate equipment but also into the lives of the men who have been sent for training, that the success of this project has been due.

His efforts will live on not only in the memory of those who knew him but more important, in the lives of the boys who studied under him, and in the thousands of others that have been reached by his followers. India will ever be a better land for Crowe Buck's having given his life to it. May there be many to follow in his foot steps.

J. HENRY GRAY.



MAP SHOWING THE DISTRIBUTION OF THE ALUMNI OF THE YMCA COLLEGE OF PHYSICAL EDUCATION THROUGH WIDE REGIONS OF INDIA AND BEYOND

INSET IS THE *MASSEY HALL*

From Sir Arthur Hope, Governor of Madras.

Government House, Guindy,
22nd February, 1946.

It gives me much pleasure to send a message to this volume which commemorates the long and valuable services of the late Mr. H. C. Buck to the causes of Physical Education and Social Service.

Those Services were not confined to South India, for as the Volume shows, their influence was felt throughout India.

Mr. Buck's abiding fame, which these pages record, rests primarily on the sure foundation of his successful pioneer work for physical education in India. We, in Madras, are proud that he chose this Province in which to start the first College of Physical Education in India and to develop an institution which has become of All-India importance. In addition to being Principal of the College he did work of the highest order as Adviser to Government on Physical Education.

His social work in Saidapet, though less spectacular, was most valuable in arousing civic consciousness.

During the War he threw himself whole-heartedly into providing games for the members of the Allied Forces, who will long remember his cheerful face and vigorous personality.

In all these activities he was ably and enthusiastically supported by Mrs. Buck, whose services are, happily, still available as Adviser to Government on Women's Physical Education and as Principal of the Women's section of the College of Physical Education which Mr. Buck founded.

I am sure this commemoration volume will be widely welcomed as a fitting tribute to a fine and selfless personality.

ARTHUR HOPE,
Governor of Madras.

From Sir Arcot Lakshmanaswami Mudaliar, M.D., LL.D., D.Sc., F.R.C.O.G., F.A.C.S., Vice-Chancellor, University of Madras.

University Buildings,
Triplicane, Madras,
25th April, 1946.

I deem it a melancholy privilege to be asked by the Buck Commemoration Volume Committee to send a message to be included in the Commemoration Volume.

Few who have come in contact with Mr. Buck would have failed to be impressed with the zeal and enthusiasm, the earnestness and devotion, which he always evinced in the cause which he made peculiarly his own. It was Mr. Buck's great genius that enabled the YMCA College of Physical Education to be established in Madras on a firm footing, and it must have been a source of great encouragement to him that it grew from strength to to strength and became the foremost of its kind in the whole of India, if not in the East. In this endeavour, he was nobly assisted by Mrs. Buck, and no one who had the privilege of visiting the College would have failed to note what a large part both of them had to play in the everyday activities of the College.

The late Mr. Buck was an inspiring genius, and his enthusiasm was contagious. If today athletics in Madras have made a great step forward, it is because of the personal interest that Mr. Buck took in the activities of all Colleges in the City of Madras and even in the Presidency. It is but fitting that the services of one who made India his home and contributed so largely towards the uplift of the young should be commemorated in a fitting manner, and I am glad the Committee have thought of bringing in this Commemoration Volume. May his spirit inspire those who follow him and guide them in their activities! May the College prosper and grow from strength to strength shedding its beneficent influence far and wide.

A. L. MUDALIAR.

From Sir Mahamed Usman, Member, Executive Council, Government of India.

5, Queen Victoria Road,
New Delhi,
8th May, 1946.

I am very glad that you are bringing out the Buck Commemoration Volume. Mr. Buck's name will ever be remembered as one who has done so much in encouraging and developing physical education in Madras. His work in connection with the YMCA College of Physical Education is his great achievement.

MAHAMED USMAN.

From Dr. S. R. U. Savoor, Director of Public Instruction, Madras.

Office of the Director of Public Instruction, Madras.
11*th July,* 1946.

I am very pleased to hear that a Commemoration Volume is to be brought out in memory of late Mr. H. C. Buck. It is difficult for any one to describe the loss this Presidency has had in his passing away. His contributions to the growth of Physical Education in this country have been varied and many. He was keen to see from the start that Teachers in charge of Physical Education should not be mere Instructors and fought to the last to get a status for the Teachers of Physical Education in this Province. He helped Government and the Educational Department in the matter of realising the need for play-fields for schools. His association with the YMCA College of Physical Education as Principal was a great advantage and the young men that came out of the YMCA College of Physical Education were really a better lot than what we are used to see as Drill-Masters. He was generous in the help he gave to many an organisation in the matter of organising sports and games. He was in every way a great sportsman and a gentleman. His memory will live long in the minds of South Indians.

S. R. U. SAVOOR,
Director of Public Instruction, Madras.

From Sri C. Rajagopalachari, Prime Minister, Madras Province, etc, etc.—Now His Excellency, the Governor-General of India.

60, *Bazulullah Road,*
Thyagaroyanagar, Madras,
6-2-46.

Among the non-political and silent workers who have made substantial contribution in the work of reconstruction of joy and health in South India the late Mr. Buck should be given an honoured place. His work in Saidapet has added lustre to South India, for in the field of reformed physical education all over India, institutions have had to get disciples of Mr. Buck as organisers. Mr. Buck's name will remain long in the memory of educationists in South India.

C. RAJAGOPALACHARI.

From Mr. A. F. W. Dixon,* C.I.E., I.C.S., Dewan of Cochin.

Mr. Buck was the pioneer of Physical Education in South India, and laboured hard and long to obtain for Physical Education what he considered to be its rightful place in school and college life. He achieved much, and if he was not able to realise all his ambitions, it was certainly not his fault. He was the life and soul of that splendid institution, the YMCA College of Physical Education, and it was an inspiration to see him at work there, so ably and enthusiastically supported by Mrs. Buck. As a man he was a fine and lovable character. In his passing, India has lost a true friend who devoted his life to her welfare.

A. F. W. DIXON.

* Now deceased, unhappily before he could enjoy the fruits of retirement. Mr. Dixon was a keen sportsman.—*Ed.*

From Sir Mirza Ismail, Chief Minister, Mysore State, Prime Minister of Jaipur State, and Prime Minister, Hyderabad State, etc.

Jaipur, Rajputana.
6th March, 1946.

I heartily welcome the project to issue, under the auspices of the Alumni Association of the YMCA College of Physical Education, Madras, a Commemoration Volume in honour of Mr. H. C. Buck who rendered signal service to the very important, but alas, much neglected cause of Physical Education. I know Mr. Buck, and I have knowledge of the untiring energy and selfless zeal with which he served for so long the young men of Madras, and indeed of many parts of India.

My mind goes back to the day (29th of January, 1934) when I had the privilege of delivering the address at the opening ceremony of the Massey Hall by the then Governor of Madras, Sir George Stanley. But for Mr. Buck's vigour and devotion the Massey Hall would not have become a reality. We realise how much we are indebted to him when we think of the necessity of physical culture and the need that India has for healthier men and more effective citizens.

As one who has always believed in the complete equipment of our young men, which comprehends physical development through exercise, I readily acknowledge what that great institution, the YMCA, has done and what it owes to Mr. Buck. I believe that the stimulating influence of his work and example will long be felt in the institution to which he dedicated himself. I have great pleasure in paying this small tribute to his memory.

MIRZA M. ISMAIL,
Prime Minister of Jaipur.

From Sir Samuel Ranganathan, High Commissioner for India in London.

The passing of Crowe Buck was a great blow to his personal friends and a grievous loss not only to Madras but to the whole of India, which he had served so faithfully for many years. He built up the YMCA College of Physical Education in Madras into the finest institution of its kind in the country. He brought to bear on its work all his abounding energy and enthusiasm and planned its growth and development with clear and far-sighted vision. He did a great deal to raise the standard of collegiate athletics and sports in South India, and the annual inter-collegiate competitions in his time owed much of their success to his organising ability and unfailing co-operation. Buck had the broadest possible conception of physical education. To him, it meant the making of the whole man—body, mind and spirit—and he placed the greatest emphasis in his training on good sportsmanship and moral leadership. The YMCA College of Physical Education, over which he presided, assisted by his devoted wife, with such conspicuous success, will remain an abiding memorial to his great work and influence in Southern India.

India House, London, S. E. RANGANATHAN.
29th March, 1946.

From Sacchivottama Sir C. P. Ramaswami Iyer, Dewan of Travancore.

"Bhakti Vilas," Trivandrum,
7th February, 1947.

I was acquainted with Mr. Buck and was fully aware of the very valuable work that it was his privilege to turn out from year to year in the matter of the improvement of the methods of Physical Education and the inculcation of a spirit of discipline and comradeship in the course of imparting such education. I am glad that his memory is sought to be commemorated and I add my tribute of appreciation and admiration in respect of the work that he had done which has given a complete re-orientation to educational thought and effort in South India.

C. P. RAMASWAMI IYER.

From Mr. B. W. Batchelor, President of the YMCA College Council.

One of Crowe Buck's outstanding characteristics was singleness of purpose. He saw clearly what he was striving for and went straight for it with all the strength and energy of a truly Christian personality.

No pettiness marred his outlook: I never heard from his lips an unkind word about anybody.

He was a man of vision: He saw in the College he founded a place in the forefront of the movement for community life, healthy recreation and character building, and his aim was that the YMCA outlook should leave its influence on all those who passed through the College. He hoped that the College would rise to its full stature during his lifetime. But one sows and others reap. His life is a witness and challenge to those who follow him.

B. W. BATCHELOR.

From Rao Bahadur Dr. B. V. Narayanaswamy Naidu, M.A., Ph.D., B.Com., Bar-at-Law.

I am indeed very happy that you are publishing a Commemoration Volume in memory of the late Mr. Buck. He has done yeoman service for the cause of physical education in our province.

By his efforts he started the YMCA College of Physical Education, which institution will ever be remembered as a great effort of the late Mr. Buck for physical education.

The people of the Province of Madras will ever remember with gratitude all that he has done for Physical Education.

9th March, 1946. B. V. NARAYANASWAMY.

From Rao Bahadur N. Siva Raj, M.L.C. (Central), Mayor of Madras.

Ripon Buildings, Madras,
9th February, 1946.

I am very glad to learn that you are bringing out a Commemoration Volume in honour of the late Mr. Buck. I had the privilege of knowing him intimately. He was a man of vision and rare insight. His name will be remembered for ever as the founder of the institution for imparting physical training and culture to the youth of this country so very necessary for building up a virile and healthy nation. In this work he was ably assisted by his illustrious wife. I have great pleasure in joining in the chorus of tributes paid to his memory.

N. SIVA RAJ.

From H. E. Sir Maharaj Singh, President, YMCA, Lucknow, now Governor of Bombay.

Mr. Buck was an inspiration to his many students and to his contemporaries. His work in the cause of Physical Culture will long remain a tribute to his memory. His motto was always "Mens Sana in Corpore Sano," A healthy mind in a healthy body. May many others follow his good example!

Lucknow,
11-2-46.

SIR MAHARAJ SINGH,
President, *YMCA*

From Mrs. F. Dann,* a close friend of the Bucks at Madras.

H. CROWE BUCK

The lives of Crowe and Marie Buck were so closely woven into the pattern of my husband's and mine, during the years that we lived in Madras, that I never look back on those days but some vivid picture, in which they both take a central place, comes to my mind.

Others will tell of Crowe Buck as a man whose whole life was given in the service of others, and whose integrity and devotion to truth shone from him ; but it is as a loyal friend that I think of him. What experiences they shared with their friends! In their company differences of personalities, upbringing and outlook shrank into their own small unimportant places. Crowe's capacity for light-hearted buffoonery never impaired his natural dignity or his position as a leader, because of his selfless honesty and unfailing adherence to the high principles that governed his life. Intrigue and faction wilted in his presence.

T. H. Huxley wrote.—"That man, I think, has had a liberal education who has been so trained in youth that his body is the ready servant of his will, and does with ease and pleasure all the work that, as a mechanism, it is capable of ; whose intellect is a clear, cold, logic engine, with all its parts of equal strength, and in smooth working order ; ready, like a steam-engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind ; whose mind is stored with a knowledge of the great and fundamental truths of Nature and of the laws of her operations ; one who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience ; who has learned to love all beauty, whether of Nature or of art, to hate all vileness and to respect others as himself."

All this, and more can be said of Crowe Buck, and there must be many, besides myself, who sensed that his " tender Conscience " was motivated by an ever present conviction of and attunement with the spiritual forces that bind the Universe together.

MRS. F. DANN.*

* Mr. Dann was Town-Planning Expert to the Madras Government for very many years and he was a regular visitor to the College. Mr. Dann generally gave once in a year a set of Lectures on Town-Planning in relation to Recreation to the students of the College.

From H. C. Buck's Associates at Fairmount College.

The Municipal University of Wichita,
Wichita, Kansas,
April 16, 1946.

Mr. Harry Buck, serving as director of the athletic program under Fairmount College for the period of a year, left an indelible impression on the campus. The spirit of clean sportsmanship in the game that deserved to be played hard and fair became a part of the members of the squad. These men, grown to manhood and holding important positions in the community, glory in that spirit today. Thus he has lived through these many years in the lives of the members of his teams.

His loyalty to his profession and to the youth with whom he worked marked him as a leader among men. Warm response to that loyalty was the reward that came to him, and as this spirit spread to the students of the campus his influence widened and he became the source of better living for many a student whose interests lay outside the immediate athletic sphere.

His response to the larger field of service in India awakened among his friends an interest in the people of India. His work there was followed by his admirers here and thus through him friends of his were united though they were unknown to each other. His reward is the interest that men and women are seeking to develop in better human understanding and appreciation. His spirit lives on.

His Associates at Fairmount College:

MARIE GRAHAM
C. C. HARBISON
ALICE M. ISELY
JACQUETTA DOWNING

ARTHUR J. HOARE
FRANK A. NEFF
GRACE WILKIE

From L. Hekhuis, The University of Wichita, Kansas.

The Municipal University of Wichita,
Wichita, Kansas,
April 18, 1946.

In forwarding this letter on behalf of the members of the Faculty of Fairmount College who were associated with Mr. Buck, I am taking the liberty of writing this note.

I first met Mr. Buck when he came to India and I came to know him at Madras. I was associated with Voorhees College, Vellore, India. Our paths crossed often and I learned to appreciate his excellent manhood and wholesome sportsmanship. I saw the foundations of the new work start in the compound of Canon Goldsmith and have visited the program often.

Upon my return to America I came to serve in this institution and am now Dean of the College that grew out of old Fairmount College. I found here the echoes of his splendid work and have met the men whom he has coached and with whom he lived. They all remember him for the sterling manhood and enthusiastic interest in the young men of India. It was refreshing to meet him when he was home on furlough.

L. HEKHUIS

From Mr. T. D. Santwan, National General Secretary, National Council of Young Men's Christian Associations, India, Burma and Ceylon.

5, *Russel Street,*
Calcutta.

I am most happy to contribute this message for inclusion in the H. C. Buck Commemoration Volume.

Harry Crowe Buck was one of the outstanding pioneers, who have been sent to India by the International Committee of the Young Men's Christian Association of the United States of America and Canada. He came to take up the task of further continuing the trail first blazed by Dr. J. H. Gray, of demonstrating an adequate and modern programme of recreation and physical education for India, Burma and Ceylon. It fell to his lot to establish and to build up the YMCA College of Physical Education, first at Royapettah, and later at Saidapet, Madras. In this project he had the unique opportunity of pioneering the training of modern directors of Physical Education for YMCAs for schools and colleges, for Municipalities, and for other institutions of Physical Education in India, Burma and Ceylon. And what a tremendous success he made of it. During the twenty-three years of his principalship of the YMCA College of Physical Education at Madras, over 1,500 directors and teachers of Physical Education were trained there, and are serving in all parts of this area.

Crowe Buck, as we all knew him, had the great gift of inspiring his students with the vision of the possibilities of what a modern programme of physical and health education, together with games and recreation, might accomplish in building up the health, physique and the character of Indian youth, which would make them adequate for the demands which the great stress and strain of modern conditions place upon them. He was an inspiring and a great leader and teacher. He has established, also, the pioneer and the premier training centre for Physical Education in our country. For these outstanding services, we owe to him, as well as to his unique colleague and collaborator in all his endeavours, his wife, Mrs. Marie Buck, our profound gratitude and our reverent appreciation.

It shall be our purpose and effort to build a truly effective and enduring college not only of Physical and Health Education and of Teachers of Recreation, but also of men and women fitted for Youth Leadership in the important era of our national life immediately ahead of us, which will be inspired and characterised by the spirit and ideals of the Lord Jesus Christ for the whole world.

T. D. SANTWAN,
National General Secretary,
YMCAs of India, Burma and Ceylon.

HARRY CROWE BUCK: A MEMOIR

By

L. K. GOVINDARAJULU

II. HARRY CROWE BUCK: A MEMOIR

BY

L. K. GOVINDARAJULU

INTRODUCTION

Till about the twenties of this century, physical education was a term unknown to this country and its educational system. Educationists did indeed believe in the old adage "Mens Sana in Corpore Sano", but all that was done in schools to put that saying into practice was to give the pupils an occasional hour of drill in the week, and, where convenience permitted it and facilities could be had without trouble, a team of star players in football or badminton was trained. The instructors of drill were ignorant and ill-paid, and were ordinarily chosen from among "vastads" or super-annuated army gymnasts who knew a little of modified Swedish Gymnastics and nothing more than what the army had taught them for the conditioning of uncultured adult recruits. There was no attempt to provide for, and much less to teach games to pupils. Any drill that was done was done outside the school hours and even that was more or less unrelated to the school curriculum. The drill master was accordingly the Cinderella of the school staff, and he could often be bought off or placated without difficulty by influential pupils. Since the system was coeval with a system of corporal punishment and bullying, the drill master often used language and adopted methods which we should associate with the back streets of olden days. Even the dress that drill masters wore bespoke their outlook and attitude, for when they did not choose to wear their old army uniforms, they generally donned the familiar but grotesque dress peculiar to circus ring-masters. Of games, these drill masters know little or nothing; nor were they interested in them. Further, where an attempt was made to provide facilities for play, they were left to the care of some one among the teachers of the three R's; and the drill masters could hardly poach into the preserves of Honorary Superintendents of Games. Despite the lack of any general provision for games for all pupils, Headmasters and Principals, book-inspired and anxious to emulate British examples, talked glibly of the many virtues of team games and the benefits

accruing from pupil participation in play. In fact, even in this country, it was a common saying that the battle of Waterloo was won on the play fields of Eton and Harrow.

No serious effort was, however, made either by the educational authorities or the knowing but helpless public to give thought to the questions pertaining to the health and efficiency of the school child. This cannot be considered strange in a country in which not only education but even administration has tended till quite recently to drift according to the convenience of the rulers whose main thoughts should naturally have centred directly or indirectly on their own interests rather on the health and progress of the people they dominated over.

In the years that saw the close of the First Great World War, the more thoughtful among the educated and progressive people of the country, were preoccupied with problems of national autonomy and were hence in the throes of an internal War of Freedom. The country was in need of a change and the people themselves were in the mood for social innovation and progress. Consequently, society was in a ferment, endeavouring to balance one set of forces against another. In these circumstances, in the United States of America, a new wave of missionary zeal seems to have swept over many service-minded citizens—a zeal arising largely from the entry of the American Democracy into the fray of international politics and her recent participation in the World War I: It was a desire to serve the peoples of the East in their struggle to establish Freedom and to restore their lands to their ancient glory. Among those Americans that were caught by this new spirit of spiritual adventure was Harry Crowe Buck, a young man then doing physical education work at Wichita, Kansas; and he and his wife, chose for the scene of their activity, the city of Madras. We are unable to say at this date what determined Buck's choice; but Madras, and the country whom he served therefrom so faithfully and so long, and so earnestly and well, without thought of pelf or power, will cherish his memory for some generations to come. To this city he came with his wife in the year succeeding the First Great War, full of youthful vigour and enthusiasm, anxious to find expression for that boundless devotion to the cause of human welfare that all great and noble spirits have always displayed in common.

The story of what H. C. Buck did to achieve the mission of his life in a simple but inspiring story; and that story will be found in the pages of this Volume dedicated to his Memory—by his followers and admirers drawn from the rank and file of this vast land. It will suffice to say here at the outset that H. C. Buck chose Physical Education for his missionary career in India; and that choice, there is no doubt, was wisely and nobly made: For H. C. Buck found in Physical Education a field where all the races and creeds of the world can come together and meet in common in the worship of those qualities of Love and Forgiveness, Beauty and Splendour, Truth and Justice, Equanimity and Kindness by which the Good Life may be achieved, here as well as elsewhere. In 1919, he started as a humble worker, as Physical Director and co-worker with Dr. Noehren, among the lovers of sport at the Central YMCA, Madras; and when his mission in life was done, according to His Will, H. C. Buck had, by 1943, achieved in his own small way and to a degree commensurate with all human endeavour, what Christ, Buddha and a number of other Prophets had achieved—the creation of devoted disciples who here in India can carry on through generations the great mission of Human Betterment through Sportsmanship. Through twenty-four years of arduous and selfless work, H. C. Buck had helped to reawaken the diverse peoples of this ancient land and even of countries adjacent, to the old truth that the human body was a real Temple of God, and that it deserved, therefore, the care and attention of master-craftsmen, not menials, in order that it may house the Spirit of God. By an alchemy, the man who merely did drill and was spurned and neglected, had turned into a real Teacher, wise, well-informed, and ennobled, deserving of the respect and consideration that all true makers of men and women receive; It was H. C. Buck's alchemy.

The scheme of the Memorial Volume is humble: It conveys at the beginning the Messages of a few prominent people wishing success to the Volume. An endeavour has then been made to give a brief account of the life of Harry Crowe Buck in relation to his life task, and estimate the extent of his work and influence, so far as they can be judged today. This apart, abstracts from letters and written tributes paid by the Alumni of the College he founded and presided over, and by friends and admirers from all over the

country; and certain special contributions bearing upon the varied aspects of H. C. Buck's work—contributions received in response to invitations for written information issued by the Committee in Charge of the Commemoration Volume from H. C. Buck's Old Boys* and Friends,—have also been given at length and in their original language, in order to indicate the extent of love, the sincerity of regard and the depth of devotion displayed by those who had the good fortune to come under his noble and chastening influence. The Volume also contains a few reprints of Buck's own writings—so much of it as would show that H. C. Buck was largely a man of action rather than a writer. It is the Committee's earnest hope that the individual tributes of friends and Alumni will add variety and richness to the Volume, while all of them with one voice and without exception will be seen to proclaim that H. C. Buck was a man

> " Privileged beyond the common walk,
> Of virtuous life, quite in the verge of heaven."

When H. C. Buck died, there was a spontaneous demand from hundreds of his pupils for a suitable memorial on his account. The Alumni Association of the YMCA College of Physical Education, Saidapet, of which he was the Founder-Principal, issued prompt appeals for Funds and Proposals ; and, as a result, it was finally resolved to publish a Memorial Volume in his name to perpetuate a great and signal record of service to this country. To this end, a Memorial Volume Committee was formed with Dr. G. F. Andrews, M.A., Ph.D. (Col.), one of Buck's oldest of the Old Boys, as Chairman ; and the other members were:

Mrs. Kamala Singh, B.Sc.,
Mr. K. Kuruvilla Jacob, M.Ed. (Leeds),
Mr. C. A. Abraham, B.A.,
Mr. A. K. Singh, B.Sc., M.S.
Mr. L. K. Govindarajulu, B.A., B.L.

H. C. Buck was modest in the extreme; and, while he lived, he refused to be feted in any manner, and resented undue praise. He would not even allow his portrait to be kept in the Halls of the Institution he founded.§ It must therefore be a matter of

*A term ordinarily used for Alumni.

§ See Rao Bahadur R. Krishna Rao Bhonsle's contribution to this Volume.

considerable regret to all his old boys that few written accounts of his daily life have been kept and that so few even of his associates should have endeavoured to record the workings of his noble mind or the way in which his spotless soul surged for expression in his day-to-day existence. The final task of preparing and collating the papers received by the Chairman of the Committee and of presenting a brief account of Harry Crowe Buck's Life in relation to his work in India, were entrusted to me by the Committee a few months ago. It is a privilege I had not looked forward to getting, and despite my serious limitations, I agreed, light-heartedly indeed, to do the work in the earnest hope that the readers of this Volume will take the most charitable view of the many shortcomings which must be noticeable in it.

It is the Committee's earnest desire that the volume should not only present the Life of H. C. Buck, but serve as a succinct record of the progress in India of scientific physical education as the tool of that Abundant Life that we seek—still so vainly in this suffering land.

CHAPTER I

THE BEGINNINGS

Harry Crowe Buck was born on the 25th November, 1884, in Liverpool, Pennsylvania, United States of America. In this brief story of Harry C. Buck's life and doings no endeavour has been made to provide the reader with any details of his early life and childhood. Like most Americans, he was ushered into being quietly and unostentatiously, unheralded and without the flare of any trumpets. No Angels were noticed hovering about the child and no halo was seen to crown the new-born babe. Yet, in the manner of many Americans of renown, the little Harry was destined to cross the Seven Seas and prepare for himself a safe niche in the Temple of Fame, here in far off India. When Harry Crowe Buck died, Dame Nature herself seemed to mourn his sad and sudden departure. Says his sorrow-stricken wife in a letter she wrote three days later to his friends and admirers: "His last words were: Put your head on my shoulder. So I kissed him again and he kissed me, so softly, and as I laid my head on his shoulder, all of the lights in Saidapet and Mambalam went out, and for a few moments there was a great storm of wind and rain." The Governor of the Province himself paid a special tribute, in a Press Communique eulogising his services to the Government for over twenty-two years. The local papers gave long columns reviewing his life and work and bemoaning his untimely loss. Hundreds of friends, many of them high-ranking officials and others of the elite of the City, called at his residence to condole with his wife and to have a last look at him as he lay in state, calm and serene, in the Hall of the College which he had himself helped to build and for many years presided over. Countless letters of condolence were sent to his wife, Mrs. Marie Buck, and to the Staff of the College from all parts of India and from the States; and so innumerable were the telegrams of sympathy and regret received on the occasion that they could not be acknowledged till weeks later. The very fourth day after his demise, nearer the place of his birth, in the largest City of the United States, the *New York Times* published a picture of the man and a long obituary note of deserving praise. Yet, in spite of the *New York Times'*

prompt praise, the *Wichita Eagle* wrote thus : " The death of Harry Crowe Buck in Madras, India, about a month ago has passed scarcely noticed. It is deemed by the writer that such a person as Mr. Buck should receive proper recording in his former home. 'Crowe,' as he was known by his many friends was not an ordinary individual."

Harry Crowe Buck was indeed an extraordinary individual. He came to India in September, 1918, the year succeeding the First Great World War, to take service as Physical Director in the Central YMCA, Madras, where Dr. A. G. Noehren was already in service as the National YMCA Physical Director. From that small beginning, he grew rapidly in stature and importance till he became not only an all-India figure in the field of Physical Education, but " had attained international recognition, through the College he had founded ;"* and Buck's was a name to conjure with. In 1920, he became Principal of the newly created School of Physical Education—in itself a bold venture of the National Council of India, Burma and Ceylon YMCAs intended in its earliest stage to train leaders of Physical Education primarily for their different Community Centres in India. Then, before long, he was appointed Adviser on Physical Education to the Government of Madras. Thereafter, as the work he was doing became more and more known and its significance and usefulness were increasingly realised, his advice was sought by the different South Indian Universities and the Governments of the Indian States. He was elected to important Honorary Offices connected with organised Games and Athletic Associations of the Colleges, Schools and other public or quasi-public institutions of Madras. He was Secretary to the Inter-Collegiate Athletic Association, Secretary to the Madras Boxing Association, President of the Madras Schools Athletic Association, Secretary of the Madras Olympic Association and Official Coach to the Indian Olympic Association—an all-India body created largely through his own efforts to bring together, develop and organise Indian athletic talent on the basis of the highest ideals of amateur sport.

When H. C. Buck arrived in Madras, he was quick to see his opportunities ; but it may be said with equal truth that those who came into contact with him then were equally quick to see

* Springfield College Bulletin, September 1943.

that they had found a leader who was different. There was something undefinable but strong in him that compelled attention and induced both fear and regard. In everything he did—from individual instruction in gymnastics to the coaching of an athletic team for International Competition—he seemed to demand in his pupils unswerving devotion to detail and precision of movement; and, what was more significant, he placed his insistence not so much upon achievement as upon character. Speaking of the influence that H. C. Buck had upon his life, one of the most known of his pupils, and actually one of his successors in office at the College he founded, Mr. P. M. Joseph says in a reminiscent mood: "One morning, looking down into the (YMCA) Quadrangle I saw a group of men under a Sahib working upon the parallel bars. A few enthusiasts, round a set of parallel bars, in a YMCA would not have ordinarily drawn my attention. But the presence of the Sahib did. The way he performed each exercise for the others to do after him struck me because of the grace, precision and finish." Mr. Joseph then refers to an interview with H. C. Buck the kindly Secretary of the YMCA, "Mac",* had arranged for his benefit: "I came out very much impressed by the man, but still unconvinced about physical education as a career or field of service. As usual with him, Mr. Buck not only pointed out the opportunities one had, but also the possible disappointments." Mr. Joseph's later training and his achievement—just one example—will by themselves be proof positive of the sure foundations upon which H. C. Buck started his work—the soundness of his own training and equipment, his practicality and his strong and unimpeachable character.

Of H. C. Buck's boyhood and early training, we have but very meagre record, but to its soundness and value many of his earlier associates bear testimony. Albert L. Schell wrote this on September 5, 1943, in the *Wichita Eagle*: "He (H. C. Buck) came to Wichita in 1912 to become the head of the physical training department of Wichita High School. He arrived unheralded and unknown but in a few short months his friends were legion and his influence on his pupils and associates was outstanding. His training at home and at the Springfield YMCA College had given

* McLelland.

him that insight and that Christian character that made him a leader among men."

All that we know of H. C. Buck's boyhood is that he studied at the Duncannon High School, Pennsylvania, and took his High School Diploma in 1902, in the seventeenth year of his life. Of his family, his father and mother we have little information, except what we have to judge from the life of such a good son as Harry. Possibly theirs was a modest life lived humbly and without reproach, and in the pursuit of the highest ideals of the Christian Faith.

After taking his High School Diploma, Harry appears to have straightaway joined the State Normal School at Bloomsberg nearby. After successfully completing four years of intensive training at this institution, he proceeded in 1906 to the International YMCA College at Springfield, Massachusetts. He graduated from the Springfield College with distinction after a course of four years. Then he took up service as Physical Director in the Public Schools of Hammond, Indiana ; but Harry appears to have sought bigger opportunities for achievement and so, after spending only a year at Hammond, he went to Wichita as the head of the physical training department in the high school there. At Wichita, he found the occasion to show his mettle. I cannot do better than quote here at length the remarks of Mr. Albert E. Schell, an old associate of Buck, made in the course of a memorial article in the Sunday issue of the *Wichita Eagle* on September 5, 1943, a few weeks after Buck's demise : " Mr. Buck started right in not only to build good athletes but good men. He instilled in his teams good sportsmanship and real competitive spirit. He taught good, rough competition but insisted that every man play the game right. He did not teach victory at any price but victory for the best team. His system of good sportsmanship and fair play built personality and character among his men ". Thus H. C. Buck served Wichita High School for three years as the " founder of the present day athletic program in our high schools. He started the intramural system and insisted that every student take some form of physical training. He strove to build strong bodies as well as strong minds and the men he turned out provided the answer.........In my humble opinion, no person could have done more to shape the destinies of his associates than did Mr. Buck."

Continues Mr. Schell: "After three years of unusual success at Wichita High School, Mr. Buck was appointed the head coach and in charge of the physical training department at Fairmount College. In those days, Fairmount College had slumped to a new low in athletics. Mr. Buck, by using the same methods as before, in two years again placed Fairmount among the best in the college class. He held his old friends and made many new ones and his fame became even greater than before. He was offered many new assignments and even turned down a chance to coach in the Big Six Conference."

Seven of the Associates of Harry Buck at the Fairmount College, Marie Graham, C. C. Harbison, Alice M. Isley, Jacquetta Downing, Arthur J. Hoare, Frank A. Neff and Grace Wilkie, speak of his lasting influence thus in a joint letter they wrote thirty years later, in 1946, to Dr. G. F. Andrews:*

"Harry Buck, serving as director of the athletic program under Fairmount College for the period of a year, left an indelible impression on the campus. The spirit of clean sportsmanship in the game that deserved to be played hard and fair became a part of the members of the squad. These men, grown in manhood and holding important positions in the community, glory in that spirit today. Thus he has lived through these many years in the lives of the members of his team.

"His loyalty to his profession and to the youth with whom he worked marked him as a leader among men. Warm response to that loyalty was the reward that came to him, and as this spirit spread to the students of the campus his influence widened and he became the source of better living for many a student whose interests lay outside the immediate athletic sphere."

Harry Buck's work at Wichita was both new and striking: As Mr. Schell says, Buck was the founder of the present day athletic program in the schools of Wichita; and he instilled the spirit of clean sportsmanship into all young men who came into the orbit of his influence. How did Buck come to do this? What were the influences of his early life which made him wield so great a power over the life and character of those who came under him?

* See page 14 of "Messages". Dr. G. F. Andrews is the President of the Commemoration Committee constituted by the Alumni Association of the College.

In the early days of Harry Buck's boyhood, the physical education movement as we know it today was just starting. The phenomenal growth of cities in the United States and the consequent rapidity with which open spaces in towns came to be filled up with buildings, created many complex problems for the people. Industrialisation and urbanisation carried with them great evils just as much as they brought palpable benefits for mankind—new hazards to health and increased crime. Studying some of these ill-effects, biologists came to the conclusion that play was instinctive to human life and was therefore irresistible and essential to its safety and progress. The medical men obtained increasing proofs to show that balanced activity was fundamental to man as much as it was to other living beings; and as mechanisation and urbanisation progressed, the need for physical effort decreased and to that extent they affected the health and efficiency of the people and longevity itself tended to suffer if racial instincts for activities like running, jumping, climbing and throwing were not given scope for expression. Delving into the problems of the delinquent child and the criminal youth, psychologists found that in the interests of social order it was the duty of the state and the community to divert the adult and keep off the adolescent from mischief through adequate provision for public parks and playgrounds. Educationists insisted that the training in character and social adjustment was not easy to give unless children could play under direction and learn while playing. Altogether, towards the closing years of the last century, there was a gradual realisation by all thinking men of the need to face the dangers to human health, and safety and progress arising from the changes in environment. A cry for reform was started, and while no one could say " Halt " to urbanisation and skyscrapers, or the progress of sedentary occupations and the laziness of the town-dwellers, social movements for the creation and conservation of open spaces for play and recreation were initiated, and state laws were gradually enacted for the health and recreation of the people. Of such public movements to improve the environment and ensure racial progress were the Park and Playground Movements, the Recreation Movement, Child and Maternity Welfare Societies, Tuberculosis and other Associations for the prevention of deadly diseases and the

amelioration of those affected by them, schemes of Industrial and Social Welfare, Safety First Associations and many other similar organisations. They did good work and through various means, not the least important of which was propaganda or education.

Among the earliest of the private organisations in the United States of America that were influenced by the movements towards better health and efficiency was the Young Men's Christian Association. This organisation was founded originally in England by George Williams and eleven others in June 1844 ; and in the beginning it was meant solely "to improve the spiritual condition of young men in industry." But as the Association and its purposes became more and more known, and as greater and greater numbers of young men joined it in the different countries to which it came speedily to be extended, the demand for increasing its scope within the limits of its original purpose became more and more insistent. Gradually, the policy of the organisation was liberalised, and its objectives were widened to cover step by step educational, social and recreational needs. In North America, the lead for instituting recreational facilities in the YMCA was given by the Associations at Boston and Montreal which built for the use of their members swimming baths, bowling alleys and exercise halls. In 1864, a resolution of Rev. H.C. Potter (the initials of this Pioneer's were not different from those of the pioneer to whom this book is dedicated !) brought before the Boston Convention, is stated to have read thus : "Any machinery will be incomplete which has not taken into account the whole man. We must add physical recreation to all YMCAs." However, till a satisfactory provision was made for adequate leadership in this specialised field of the 'Y', progress was somewhat slow ; and when the Boston Association appointed its first "Christian Physical Director", the membership of that association is said to have leaped from 226 to 1,270 in the course of a year. Accordingly, the more effective step was to start training its leaders, and so to the YMCA Training School established at Springfield in 1885 a physical training department was added in 1887, headed by Dr. Luther Gulick and assisted by Robert J. Roberts.

The inclusion of physical education as an integral part of the YMCA was a contribution of no small measure to the creation of the new profession of physical education and the elevation of that pro-

fession to the highest field of service—the service of the total man, his Spirit, Mind and Body.

The progress of the Profession was further assured by the foundation of institutions for training leaders and the definition of the objectives of physical education in the YMCAs. As these objectives are also largely the objectives of lay men in the profession, and as they have a bearing upon the life and work of Harry Buck, let me refer to them in some detail: The objectives were appropriately determined as respect for personality, the application of the Golden Rule of Human Relationship, the recognition of the Fatherhood of God and the brotherhood of man, and, lastly, the need for co-operative effort in trying to apply the principles of Christ in everyday living. The special functions through which the objectives are to be attained, should be a matter of particular interest to every reader of this book: As an agency the YMCA is indeed Christian, but its membership is open to all people irrespective of religion. What it attempts is to develop attitudes and values that are Christian. The YMCA has always encouraged 'pioneering' in recreational and conditioning methods as well as in administrative procedures and the control of amateurism in sport; and all this is done through emphasis on leadership rather than through mass participation. The organisation adapts itself marvellously to meet changing needs and according to new opportunities, because it derives its functions from the community in which it exists and yet is in the happy position of "not being responsible to the whole community." Applying democratic and co-operative ideals, members share in the planning and managing of activities and in formulating policies. What is specially noteworthy is that the YMCA is interested in the whole personality, and consequently "looks upon physical education in its broadest application as including health, physical and mental fitness, skills, physical activity, sports, social participation, and education for leisure." To this end, the Association uses "the group process and works with and for the individual."*

At the beginning of the twentieth century, enough progress

*For further information on YMCA physical education, the Reader is referred to pages 312 sq. in the *Journal of Health and Physical Education, Vol.* 18, *No.* 5, Art. on "The Physical Education Society of North America" by M. L. Walters, President. Much of the matter given immediately above is derived from that article—*Ed.*

has been made to enable the Physical Directors of the YMCAs of North America to organise themselves into a Society for making physical education the means to a great end and with definite objectives and clear-cut principles based on modern knowledge. Meanwhile, the American people themselves had made great strides as a democracy, and they were becoming more and more conscious of their importance in world politics and world economy. This in turn led the people of the States to strive for the greater progress of her peoples through extended education and through the offer of every possible stimulus for social perfection. As a direct result, popular movements for reform to which we have already referred, gained a great impetus in order that the forces detrimental to racial progress might be checked and at the same time facilities provided for the physical and mental improvement of the individual citizen. As the living standards of the whole community rose speedily thereafter, there was born, indeed unconsciously but certainly, that service ideal among the people that has given the American democracy such strength and such efficiency as have rarely been attained by other nations in recent times. But the service ideal has not been limited to the service of the American people solely: As the ripple of service started, it extended itself as an ever widening wave into shores far beyond in China and India also. Thus it was that in the first decade of the twentieth century many high-minded Americans found themselves in far-off China and distant India, working for the betterment of other peoples to secure the abundant life.

At such a time, Harry Buck, the child of the Eastern States—the region of New England Pioneers—, was still young and impressionable. Good and god-fearing parents had given him the rich heritage of an infinite faith in Christ, and a great trust in the principles of the Saviour. Apparently of humble birth, even as a boy Harry does not appear to have set his heart upon achieving the splendours of the rich, nor does he seem to have been led away by the lure of the White House and the gleam of its power. And yet, Harry was not unambitious.

As a boy Harry should have possessed abundant health and a plentiful supply of high spirits ; and he should have greatly loved to play in the open. But even in the limited experience of his boyhood he should have seen considerable handicaps to play in his

environment ; and what was more significant, he should have rebelled secretly, in his own heart, against the many temptations he saw in play to vulgarity, unfairness and injustice, and the lack of sympathy and kindness that generally characterised the young players of those days. In this, the happy influence of high principled parents at home and the example of many of his teachers at school. apparently played a part ; and he was therefore attracted to the YMCA in his neighbourhood early in his life. What he saw in the YMCAs—the abundant opportunity for healthy physical activity, the happy occasions for chastened companionship, and above all the high spirit of devoted and selfless service rendered by the " Y " men in the pursuit of the highest principles of human conduct, with the Christ Himself as the Model—those should have created in Harry a desire to be different and aroused in him a love for work that saved boyhood from evil and enriched and ennobled youth. Harry's ambition was, therefore, to devote his life to the service of youth in the spirit of Christ and bring the joy of real living to the young. Led by this ambition, he first joined the Normal School at Bloomsberg and then went without hesitation to the YMCA College at Springfield where he could gain the power to grapple with young men against ill-health and ill-will, and acquire the capacity to lead youth on to the Good Life we seek on earth. Harry Buck became a physical graduate of the Springfield College in 1910 ; and with that training he could impress enough to gain high praise as a coach ; but Harry's spirit yearned for bigger things to do, and the call of the " Y " appears to have been irresistible. So, in the year 1910, even when Harry Buck had made a name as a coach and after about five years of striking service at Wichita, he preferred to reject many tempting offers of lucrative work and, impelled by a desire for perfection, he chose to go again to Springfield in search of greater knowledge and more extensive training.

Harry Buck entered the Springfield College for the second time to take the Master's Degree in Physical Education. He was awarded the Degree in 1917 with the endorsement " worthy of very high praise ", a remark he had obtained even for his B.P.E. Degree. While at Springfield, he appears to have attracted the attention of his masters by his sterling sincerity and highmindedness and by his Christian conduct ; and in his turn he seems to have been greatly inspired by those under whom he had the pri-

vilege of studying and he imbibed in full the spirit of selfless service by which the YMCA has attained to universal recognition. Indeed, immediately after taking his M.P.E. Degree, Harry Buck took up work as physical director for a short while in the public shools of Springfield and then in the public schools of Galesburg, Illinois. But during those short months, he was evidently waiting—waiting for a call to service from the YMCA.

In the year Harry Buck took his Master's Degree, the world was still in the throes of the First Great World War; and many of the leaders of the YMCA were busy endeavouring to provide amenities for troops and organising recreational activities for the army both at home and in the different theatres of War. The YMCA's work for army recreation was then in the nature of a great experiment, a sort of pioneering by which the life of the soldier in active service could be made less trying and more bearable, and, where possible, even enjoyable. It was work which was ultimately found to comfort the combatants, relieve the dreadful drudgery of the service camp and to increase the efficiency of the fighting units and contribute to their powers of endurance. Absorbed in such work, the leaders of the "Y" could hardly find time to give thought at that time to questions of expanding their normal work in the countries they served in and outside the theatres of war. When the war finally ended in November, 1918, the gains in credit that had accrued to the YMCA through its services during the years of war were so great that the YMCA organisation acquired new strength all over the world and the "Y" methods in recreation came into the limelight of international reputation. As an indirect result, in many countries where physical activities, recreation, play and playground schemes had not been organised and where physical culture policies and recreational measures had to be initiated, YMCA methods found great favour; and the demand for "Y" trained men accordingly grew with the post-war years.

When Harry Crowe Buck had chosen to train himself as a physical director, he had done so with considerable courage and led by a spirit of adventure, the profession of physical education being still in infancy in those days. But by the time he had been elected for the award of the Master's Degree in Physical Education the modern concept of physical education, for the spread of which

the YMCA had done so much pioneering, had come to be accepted over most of the civilised countries of the world; and with an increasing appreciation of the fundamental truths upon which that concept was based, many countries where conservative notions had tended hitherto to dominate took inspiration from the American models and adopted " natural " methods in the conduct of physical activities in preference to the older procedures of " medical gymnastics ". But America still remained the fountain head of the new movement, and American experts were therefore most valued. Accordingly, when Harry Crowe Buck found himself among those required to take up work overseas, his should have been a feeling of immense exhilaration. It was a compliment to the width of his knowledge and the efficiency of his methods as a coach and director of intramural programmes of physical education. But as the call came from the YMCA, to Harry Crowe Buck it was something more significant. It was a recognition of the spiritual foundations of his character, his devotion to the cause of youth, his capacity for leadership and his deep-rooted love of service for its own sake. Harry Crowe Buck was called upon by the YMCA in 1919 to take up work in Madras, India,—a land lying right on the other side of the Globe, a land unknown to him altogether, a land which perhaps he had not dreamed of seeing and much less serving in. Before this call came, at Fairmount, Harry Buck had already met and married Miss Marie Dixon of Derby, Kan., and a decision to go should have all the more required much consideration and no little courage. Harry Crowe Buck was, however, a pioneer at heart and he was lucky to take for his wife a woman after his own heart. To quote again Albert Schell from the *Wichita Eagle*, Harry Crowe Buck "buckled on the armour of goodwill and service and accepted the call" promptly and with the full concurrence of his wife. Mr. and Mrs. Buck sailed for India without much waste of time, Knights of the Holy Cross in the twentieth century armour of scientific knowledge in search of Health and Happiness for people whom they were yet to see and understand!

CHAPTER II

THE EARLY YEARS IN MADRAS

When Harry C. Buck arrived in Madras, India was still in an unsettled state of social and political ferment. The War had brought to the country many economic difficulties, and continued scarcity of essential goods had contributed not only to social disorder or unrest but to considerable ill-health in the community and the rapid spread of epidemics which became phenomenal even to a country in which epidemics were either frequent or common. Constitutional changes resulting from the Montague-Chelmsford Reforms and political dissatisfaction among the ranks of the more learned and enlightened few had affected the people and unsettled the out-look of the masses, and their future. During the years of the War, many classes of people who had chosen for generations to keep behind or were elbowed out into obscurity in the changed circumstances of British rule, had rebelled against class domination and were endeavouring to assert their rights for recognition or distinction. The soldiers returning from the War had brought new and radical ideas of social order and social behaviour into the country where class domination had hitherto been unquestioned and equality of association had been tabooed in the water-tight systems of caste and creed.

Into this ferment the Bucks dropped. But when they arrived they could hardly have been aware of the political and social circumstances of their new environment, and the manner in which they would condition their work. Yet, ultimately their influence was to be like a chemical added afresh to a fermenting vat, whose value was to be judged by an analysis of the final product rather than by superficial outward perception.

Harry C. Buck was essentially a man of action. He went straight to his assigned task ; and only as he did his daily duties, he looked around—to relate the personalities of those with whom he came into contact at the Central YMCA, Madras, with their environment, and then to modify his work according to the needs of that environment.

What the Bucks saw around them after their arrival, even casually and superficially, in Madras and its suburbs, should have been somewhat surprising—an environment so entirely different, a people whose customs and habits so varied and opposite, a climate so hot and enervating, that their American mind and training should have received something like a shock. Harry Crowe Buck had possibly been prepared to face the difference in living conditions that he saw for the first time between India and America; but whether he was prepared for it or not, he was too well trained to offend any by a display of aggressive feelings of superiority in his doings or speech. He had come with a mission of service and he knew full well that humility and patience were needed for the success of that mission, as much as gentleness and love and regard for all those whom he wished to serve. Further, he was too good a Christian to forget himself and give open expression to any feelings of disapproval or disgust that he could not inwardly suppress.

The deplorable lack of a health or sanitary conscience in the people, the more or less universal prevalence of customs and habits which endangered and seriously affected both individual and community health, the colossal ignorance of the masses and their gross superstitions which increased the hazards to health and rendered the control of infections most difficult—these and many other similar factors that Harry C. Buck saw, helped actually not to discourage that brave man but to strengthen his resolve to serve this land to the best of his ability and contribute to the social improvement of the greatest possible number.

Harry Buck's appointment as Physical Director of the Central YMCA, Madras, brought him into contact with Dr. A. G. Noehren, M.D., who was then National Physical Director of the YMCAs of India and stationed at Madras. From him and from those associated with him in the work of the YMCA, Harry C. Buck soon learnt a good deal of the conditions under which physical education work had been done till then. By the year 1919, a number of American "specialists" in physical education appear to have come into India and initiated the interest in modern methods working in some of the provinces or states of this vast sub-continent. Among them was Dr. J. H. Gray, M.D., who may be credited with having introduced scientific physical education into India through

the organised schemes of recreation that he adopted for all the YMCAs of the country, as the first National YMCA Physical Director. But despite the good work done by Dr. J. H. Gray and a few others and continued by Dr. Noehren, the progress achieved appears to have been greatly limited by numerous adverse factors. When he had had sufficient time to study the actual situation after his arrival, Harry C. Buck accordingly found much to desire and a great deal of new ground yet to cover. We have already seen that Harry Buck aimed at thoroughness and perfection in all he did; and he was, therefore, dissatisfied with the extent of progress achieved. What had been accomplished was to him but a tiny fraction of what could have been achieved. He would not rest content with small results. In a city so large as Madras, with nearly a million people, what could one man do at one YMCA centre? Had he not come with a great mission—for significant service? If the people of this province and a country so vast as India, were to be benefited by any scheme of physical education, it would be necessary to set about the task with great enthusiasm, and a new and really effective plan of action—a plan which in content and scope would be different from those that had been tried and which woud be worthy of American standards and American aims. Of what use would it be just to train for the individual betterment of a few young men, even if it be hundreds in a city, when millions all over the country suffered from physical neglect and wallowed in the mire of ill-health and disease? The task before him was, therefore, stupendous, as he conceived it—it was the physical regeneration of the peoples of India. Accordingly Harry C. Buck's plan of action was laid. It was simple, but great in scope; and considering the circumstances of his work and the conditions that then obtained in the country, somewhat ambitious. His intention was to extend the field of achievement; and this was to be done not by himself or any one like himself who was a foreigner and therefore unable to understand intimately the temperament of the people and their customs and habits. It was to be achieved, not by one man, but by many. His proposal was, therefore, to train the likely young men of the country into leaders like himself, inspired by the highest ideals of service and equipped for their task with a full appreciation of the character and needs of the Indian peoples.

Harry C. Buck's plan was born less than a year after he had taken up his duties at the Central YMCA at Madras. Within that short period, he had discovered that in his environment there were factors that were fundamentally different from those to which he was accustomed, and that any progress that he could achieve must depend largely, not so much upon the enthusiasm and vigour of his own work or its scientific basis, as upon significant changes in the habits and customs of the people and their very ideals. What had impeded the progress of the work of so good and learned men as Dr. J. H. Gray and Dr. A. G. Noehren were the character and temperament of the people and the conditions under which their lives had to be lived. It was, therefore, no wonder to Harry C. Buck that these forerunners had to remain content with the little that they could do. But he for his part would not rest content with that limited achievement. So, anxious to leave no stone unturned, eager to do all he could to his chiefs in New York, to the leaders of the International YMCA, he wrote thus:

" Some of the reasons why Physical Education and scientifically trained Physical Directors are necessary in India are the following:

1. Disinclination to Exercises which develop hardihood.
2. Need of training in high ideals of Sportsmanship.
3. Ignorance of Sex matters.
4. Child Marriage.
5. Lack of attention to sanitation.
6. Improper diet.
7. Widespread use of drugs.

" But in the last analysis if India is to be saved she must save herself, we cannot for ever bear all her burdens. India and Indians are best understood by her own people. This being so, it seems only proper that this programme of physical regeneration should be carried on by the sons of India—our attempt at depending upon foreign Physical Directors to do the job have been futile—the solution lies in training indigenous leadership. However, I do feel that we as a Christian nation in the Christian spirit are called upon to help India to help herself. The fact that Indians can understand and deal with the temperament and customs of

their own people so much better than the Westerners can, the trying climate and the constantly changing personnel along with other factors convince me, as I give myelf to this work of the necessity of training these men to carry on the work among themselves, among their own people, we need help from America to make this a possibility. America has the money, the man-power and the experiences. All these are needed in helping India to help herself, and our prayer is that individuals in America may be made to see this opportunity to serve each according to his talents."—Quoted from Mr. N. K. Mia's article on Buck and the YMCA College of Physical Education.

Harry C. Buck's analysis of the difficulties under which physical education work had to be done in India and of the obstacles to progress the earlier pioneers in the field had to face, show him to be wise, shrewd and foreseeing; and it would mark him out as a leader of a new type in Indian missionary work. Courageous and discrete, anxious to gain the greatest benefits for the people through every resource he could employ wthin the limits of his power and without the sacrifice of his ideals, his proposals to harness local talent for national work was not only proof of his great vision but his wisdom and statesmanship. A strong believer in the reality of freedom, and a true democrat, his plan would also prove that his motives were of the highest and his intentions most noble and disinterested. No wonder he was anxious to get others to be as service-minded and selfless as he was, and to strive in the true spirit of Christian endeavour.

In recommending the scheme of training leaders to his chiefs at the International YMCA, New York, Harry C. Buck speaks of shifting the burden of responsibility from the Americans to the Indian people ! In the changed political conditions of our country today, this may sound grandiose. That he should place a very high value on the American contribution to the welfare of the Indian people need not be surprising : but what is striking is that Harry C. Buck should at that time have thought with so much pride and assurance that what the YMCA was doing was Nationa service ! Time did come, though much later, when that contribution to national development was to be indeed quite real and significant. In 1920, when Harry C. Buck was still new to India,

the contribution that the YMCA had made to this vast sub-continent was comparativey small, localised and limited to a few of the large cities and no more. The germ of that great influence of the ideals of the YMCA was actually hidden in that brave scheme which he recommended for the training of indigenous leadership—a scheme that ultimately carried the ideals for which the YMCA stood into thousands of Indian homes all over the country and shaped and coloured the sports policies of both states and provinces. Harry Buck's assurance would be all the more surprising because, at first, the proposal was to train leaders of recreation for service in the YMCAs only, rather than for general service among the people, outside the Association. Yet the pride he took in his work and the significance he attached to it gave him unconsciously that power and capacity for achievement which none of his compatriots or predecessors could acquire.

At this stage let us consider the basic factors which impelled Harry C. Buck to launch upon the scheme of extending the benefits of scientific physical education. He says, if India was to be saved she must save herself; and this programme of physical regeneration should be carried on by the sons of India, " to understand and deal with the customs and temperament of her own people." Why does he speak of physical regeneration? What exactly was wrong with the Indian people, their customs and habits? Let us examine in detail his own analysis: The first great obstacle to the success of any scheme of scientific Physical Education must be the attitude and temperament of the people concerned. Harry C. Buck accordingly deplores first the general disinclination he noticed among the youth of Madras to any physical effort, and put that disinclination to physical activity as the primary factor justifying his plans for an intensified and extensive programme of physical work for India. It is certain that at that time he did not know much of this large country beyond Madras and so general a statement as he made could not be justifiably applied to certain parts of the land where ancient but sound traditions of physical exercise for the people still prevailed and indigenous systems of physical development were assiduously practised. But, generally, under British rule, martial practices to which many of the indigenous systems of physical training were related, were discouraged or forbidden, and religious observances which imposed upon the

Hindu community certain physical duties were fast losing hold on a good many of the people. The need for self-protection having decreased, life had tended gradually to be easy-going ; and the stimulus that had once existed for physical exertion lessened further day by day with the progress of urbanisation and of modern modes of travel and transportation of goods and the gradual introduction of the factory system into urban areas. The disinclination to heavy exertion is due to another important factor which will always hold good and to which Harry Buck refers, but the full importance of which he, like many of the Westerners, did not realise. It is the trying and enervating climate in which, as a measure of adaptation to environment, people were compelled to be relatively slow and to avoid, except in cases of emergent need, any exertion involving severe strain on the body.

In referring to the other obstacles to progress, Harry Buck speaks of lack of attention to sanitation, improper diet and inordinate use of drugs. At that time he was drawing his inferences largely from his own observation of the few brief months he had been in India ; and it was only later that he made a real study of the basic factors underlying the low level of public health in India. Even now, twenty-eight years after Harry Buck's arrival in India, it must be recognised that the improvements effected in health are comparatively small and that much headway has still to be made. This will be proved by the survey made by the Health Survey and Development Committee which published an extensive report in 1946 under the Chairmanship of Sir Joseph Bhore. Analysing the low level of health in India, the Committee say :

"The maintenance of public health requires the fulfilment of certain fundamental conditions, which include the provision of an environment conducive to healthful living, adequate nutrition, the availability of health protection—preventive and curative, to all members of the community irrespective of their ability to pay for it and the active co-operation of the people in the maintenance of their own health. The large amount of preventible suffering and mortality...........is mainly the result of an inadequacy of provision in respect of these fundamental factors. Environmental sanitation is at a low level in many parts of the country ; malnutrition and under-nutrition reduce the vitality and the power

to resistance of an appreciable section of the population and the existing health services are altogether inadequate to meet the needs of the people, while lack of general education and health education add materially to the difficulty of overcoming the indifference with which the people tolerate the insanitary conditions around them and the large amount of sickness that prevails." (P. 10, Vol. I.)

Harry C. Buck's inferences about the underlying causes of the people's disinclination to exercise were thus in the main true. American as he was, he makes also a reference to certain social factors which contributed to ill-health and which he was quick to discover—early marriage and ignorance of sex matters. The custom of early marriage is very old and may possibly be taken as the legacy of the religious feuds of the Moghul ages and the predatory habits the chiefs of small communities indulged in before the advent of the British rule. Harry C. Buck was right in condemning it. To show the ill-efforts of early marriages on the mother's health let us refer to what the Bhore Committee quote from the 1929 figures for the Madras Presidency of a report of investigations made by the Provincial Public Health Department :—

Age period	*Maternal death rate per* 1,000 *confinements.*
Under 15 ...	... 46·51
15 to 19 ...	... 23·74
20 to 24 ...	... 17·91

"The higher risk of maternal mortality at the lower age periods is clear. Death is often only the final release from a period of suffering and incapacitation. The higher death rate for girl mothers is bound to be accompanied by a large proportion of cases suffering from varying degrees of discomforts and disablement in comparison with child-bearing women at later ages." In 1930, the Sarada Act forbade marriages of girls under 14; but "even now it may not be unreasonable to assume that child marriages in close proximity to the permissible age of fourteen must still be common in the community." (Bh. Com. Rep., Page 19, Vol. I.)

As for the ignorance of people in sex matters and their alleged addiction to drugs, they were factors connected with the major problems of illiteracy, ignorance and superstition. As the Bhore

Committee said, " illiteracy places a handicap on health education by restricting the method of appeal to the spoken word or to visual demonstration " and so " education in its wider sense is essential in order to promote a general raising of the standard of culture in the community and to quicken the sense of civic responsibility of the individual. The insanitary conditions associated with rural and urban life in the country can, to a large extent, be mitigated if the individual feels a sense of responsibility towards his neighbour." But the percentage of literate persons in British India even in 1941 was only 12·5 ; and even among them, as the quality of education imparted in primary schools was said to be very low, lapses of a large proportion into illiteracy were not uncommon. Was it a wonder that, in 1919, Harry Buck found so much to deplore either in the sanitary sense of the people or their sex life ? Yet Harry Buck was not perhaps fully aware then of the social background of the health of the Indian nation. Purdah, unemployment, dire poverty with its manifold evils of bad nutrition, unsatisfactory housing, overcrowding or want of shelter, insufficient clothing or its lack and want of medical care during periods of illness were all other factors of which Harry Buck had probably but vague notions at that time.

Of the cumulative effects of all these factors, however, Harry Buck was aware ; and so it was he who proposed to train indigenous leaders to cope with the enormous work involved—the regeneration of the Indian nation. To us at this date and after his death, Harry Buck's foresight and wisdom must be indeed striking ; but at the same time his great optimism that he could solve the many complex problems of insanitation and ill-health by the measures he proposed must be the more striking. Even so late as 1946, as we have already indicated, the Bhore Committee felt astounded by the magnitude of the problem after their extensive investigation of the conditions of health and were compelled to say :

> " The continued prevalence of such conditions for many generations has probably helped to create in the minds of the people an attitude of passive acceptance of the existing state of affairs. This attitude will have to be overcome and their active co-operation enlisted in the campaign against disease, insanitation and undesirable personal and community habits if any lasting improvement in the public health is to be achieved." (P. 20, Vol. I.)

Despite all these considerations, only a superficial critic can venture to say that Harry Buck should have been a visionary to hope to achieve any effective progress with the aid of a physical education programme, whatever the extent of its scope. Harry Buck was no mere idle dreamer. In building his hopes upon the field of physical education, he was in no way underrating the magnitude or the seriousness of environmental and other conditions. These hopes of Harry Buck were well founded ; and he was apparently convinced beyond doubt about the value of his great but simple scheme. His task would be just to show the way and to set an example to the extent it lay in his power. Have not the greatest achievements in social progress or innovation all over the world been the achievements of a few men, often of lone men ? He would sow the seeds, the fruits of which others might reap. He would blaze a trail for those who might care to follow. He would light the torch that those in whom the fire of service was kindled might keep burning. Did not Christ start all alone, and yet He could save the world ! Can he not with the faith he had in the powers of Christ, do his humble bit to save a part of humanity from weakness and suffering ? No task should be too great for him to withdraw. He would try, therefore ; and try he did. We will see, by and by, with what success.

Harry C. Buck's scheme of regeneration for India included another proposal of great magnitude—the training of the people in the high ideals of sportsmanship. He found that despite the splendid traditions the country had in art and culture the peoples of India tended to be more individualistic and less group minded than was desirable for social progress and advancement ; he seemed to feel that in their daily associations they were inclined to consider more of their own self-interest and less of the community good than was common in American life. He could not help a comparison. Generations of civil wars and suffering had affected the attitude of the Indian people to life and its benefits, and poverty and privation had appeared to become inevitable. A baneful fatalism had taken away the joy of life from the midst of the masses, inured them to their misery and squalor and destroyed among many sections of the people all inducements for service to the poor and the needy and for the display of mutual regard and respect.

Where common interests did bring people together, suspicion and distrust tended to dominate their association and limit even such commingling to small clans and communities. Boastful claims to toleration were loudly made; and yet, were not most people at heart bigoted, fanatical and unforgiving, awaiting an opportunity for vengeance and destruction. As a net result, fairness and impartiality or courtesy and consideration for others in social life were not always the rule, and team spirit was more talked about than practised.

That is evidently what Harry C. Buck felt about the people with whom he had come to live and serve; and who could say he was not just in thinking as he did? But apart from the reference he made to the need to train people in the high ideals of sportsmanship, did he ever express his sense of disapproval by one word of condemnation of what he disapproved in the life around him? No, he had not come to judge; he had, on the other hand, come into this land with a great mission—the mission of making the youth fit for the abundant life. And what can give the abundant life apart from good health and a vigorous body, unless indeed it be love, kindness and goodness, fairness and justice, sympathy and forgiveness, brotherliness, freedôm, equality, team spirit, orderliness, discipline and respect for rules, devotion and obedience to the leader and a hundred other qualities which we describe as "individual", civic and social virtues. These and these only, inculcated in the citizens and aroused into active play in private as well as public life, are the things that can achieve for the land that oneness and co-operation in the community and that peace and security that ensure the good life. Harry Buck had not perhaps paused to consider at that time as to why, despite the rich heritage of wisdom the Indians had received from the past, a great majority of them were so self-centred and so lacking in consideration in their social existence. But in a few years he knew that ignorance, suffering and poverty had not only added to the bitterness of life in India and its asceticism, but coloured altogether the outlook and attitude of most of the people. He also realised later that to make matters worse, the superficial vestiges of the mediaeval philosophy of asceticism had tended to assert themselves for many eras in the minds of this long-suffering humanity

and thereby to produce a deplorable indifference in the individual citizen to society and its wants and shortcomings, and to the needs of his own higher life as a human.

How did Harry Buck hope in practical life to re-educate such a people and implant in them, once again, after centuries of lapse—love, regard, orderliness and respect for rules, discipline, and obedience, fairness and forgiveness, equality and justice, poise and freedom, and the host of other qualities considered essential to the sportsman and requisite to the good citizen. It was another stupendous task from which men of smaller calibre and less capacity than Harry Buck decided to venture on such a great reform as he expected, what had he in him and his training except his deep and unshakable faith in Christ? And if his Christian convictions were his richest treasure, how was he to use them in that great task he proposed to undertake?

We have seen that from his early days, Harry Buck was strongly influenced at home and outside by the desire to be somewhat different from the common man; and accordingly he had been taught to value character above achievement. That was one reason why he had been so easily and, I may add, so inevitably attracted to the YMCA where, since its foundation and growth and through its varied spheres of activity, the strong endeavour has been made to train young men to uphold the principles of Christ in daily conduct. Rapid changes in the economic and industrial life of England and other countries of Europe as well as in America in the Nineteenth Century, as well as the 'pioneering' of the early American settlers in the U.S.A., had brought people dangerously near individualism in life so destructive to social virtues and to the peace and progress of consolidated communities. There was urgent and insistent need to remind people that the more complex the society, the greater are the demands placed on its component members for discipline and restraint. The YMCA organisation came in none too early even in English life; and to its credit, it must be said, unrest and discontent and their concomitants of distrust, class-hatred and violence were postponed or avoided in the many countries where the association or its influence took deep root. And what was the secret of the Association's power over people and of its chastening influence? It made an earnest en-

deavour to satisfy the urge of youth for recreation, for play and physical activity, and to so use that urge that not only health but the group virtues essential to the creation of civic and social responsibility in the individual could be built upon the strong foundations of pleasurable experiences. This was done on the basis of that psychological truth that in the process of adjustment human beings react in conformity with the influence of their environment and that contact or association with other people is the most important aspect of that environment.

Harry would accordingly endeavour to apply to India the lessons of the rich experiences gained by the YMCA and other social and educational organisations of America, in order that the youth of India may learn by their own experiences on the field of play the value of truth, justice, equity, obedience, subjection to leadership, respect for rules and regulations, toleration, forgiveness and love. These virtues had come to be merely remembered or spoken about ; they were hardly lived. It was Harry Buck's earnest conviction that under the direction and control of their own leaders, the Indian youth would fast develop into men of courage, integrity and resource by the pleasant experience of participation in team games and defensive sports.

It may be asked at this stage whether India did not possess any heritage of popular team games? In answer it may be said, yes. But these were not games of the same high organisation as Western games which had been evolved after generations of experience, and the western games that were generally played by a greater number of peoples all over the world, were all subject to more or less the same uniform rules. In India, the rules of even the few games like Chadu-Gudu (Kabbaddi, "Hu-thu-thu") and Kho-Kho varied widely from locality to locality, and it would be easy to elude such varying rules in competitive events where the greatest strain on individual character is generally placed. Games like Football, Hockey, Cricket or even Volley-ball and Basket-ball had become popular in most civilised countries, and participation in them would ultimately give the Indian youth the confidence and skill required for international competition. Indian Athletic merit had remained so far in obscurity : At least now she might find for herself a dignified place in the world maps of sport ; and in

that effort her people might learn lessons of sportsmanship and enrich themselves. This was what Harry Buck hoped for, and he was right.

It might even be asked, were not games of western origin played in India before Harry Buck's arrival? And had not lessons been learnt already? Yes, to a small and limited extent. But Harry Buck's hopes were for the whole nation, not for limited classes or sections of the people. If Indian character was to be enriched by sport, the amenities for sport must be extended to reach every one. As things were in 1920, playfields, which were to be seen mostly in some large towns, were scarce; and not often could a few hundreds in the million benefit by them. Harry Buck wisely envisaged a scheme in which the whole nation would ultimately participate for the good of the greatest number.

CHAPTER III

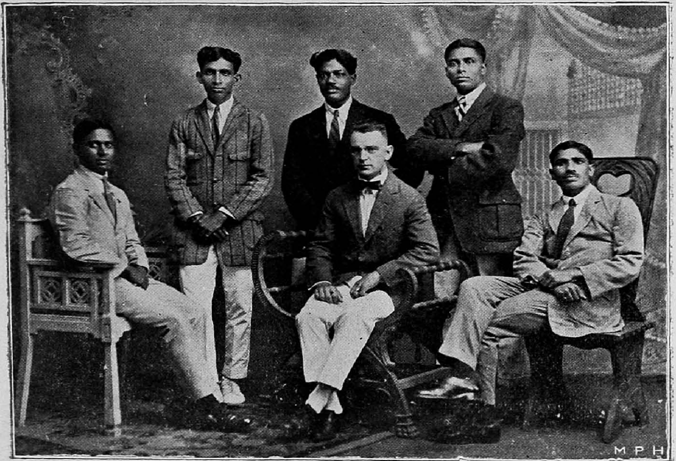
THE SCHOOL OF PHYSICAL EDUCATION

In the month of August, 1920, a month which has since seen the happy dawn of Freedom for this great country, to the immense but unexpressed delight of Harry C. Buck, the School of Physical Education was founded at the Central YMCA at Madras. The Institution was first housed in the Association building on the Esplanade at Madras which at that time was not very different from what it is today but for the fact that it was then provided with a spiral stair-case leading right up to the terrace. There were first five students that year—men selected mainly for service in the YMCAs of the country, but they came from different provinces and were more or less typical of the different sections of the people inhabiting the great sub-continent. These five men were to form the nucleus of a new band of young men devoted to the uplift of the people who were still far behind many peoples of the world in matters of both personal and public health and had yet to see and experience the benefits of joyful social recreation as the western nations knew it. But just at that time, these men were meant for service in the YMCAs only and the wider problem of physical regeneration for the country which Harry Buck had envisaged was evidently kept in the background and left apparently to be tackled in the long run by the men Harry Buck would train later for the many centres of the Association in India. As N. K. Mia says, " these young men were to get themselves equipped for the great task that lay ahead—the vision of a new India with strong and virile men and healthy and happy women. It was a venture of faith and a great challenge worthy of the best."

Mr. K. T. Paul was at this time the General Secretary of the National Council of YMCAs and he was acknowledged on all sides to be one of the most enlightened men the Association has had, while at Madras D. F. McLelland, an energetic, able and far-seeing leader, was Secretary. Encouraged thus and ably backed by two good men, Harry Buck started work in the new School of Physical Education as its first Founder-Principal.

—*From "Vyayam"*

THE CENTRAL YMCA, MADRAS, IN 1920



—*From " Vyayam "*

THE TRAINING CLASS OF I YEAR: 1920–21

STANDING: L. to R.—Jacob John, Wm. Zaccheus, S. K. Mukerjee

SITTING: Charles Simeon, H. C. Buck, C. C. Verghese

As the beginning was small and unambitious, the classes were held in one of the halls of the second floor. There was a separate room for the Principal. The open space now occupied by the Basket-ball court is said to have been the parade ground, and there was also a Volley-ball court therein. The rooms now used as the Dining Rooms of the Restaurant were then part of a large indoor gymnasium in which there was provision for Basket-Ball. These apart, there were a few items of heavy apparatus of American origin. As for the Library, the books the Principal owned formed the only source of reading outside the instructional hours. In the playgrounds adjoining the railway near the Fort Railway Station, practice in games and athletics was given twice or thrice in the week. Though there was a time-table of work—and serious effort was made to stick to it at all costs—there was no published syllabus and any that was intended should have been in the mind of the Principal who believed without doubt in systematic effort and enforced regularity and attentiveness with great rigour.

The routine of instruction was not unlike the College routine to-day; but as the work gave Harry C. Buck more and more experience of handling men under training for leadership, he brought to bear upon his teaching greater and greater enthusiasm and zeal; and from year to year, consciously or unconsciously, his goals were extended and he demanded higher and higher standards of achievement from his pupils. In preparation for that task he himself read assiduously and widely to attain the best he could, even in knowledge.

During the first year, of the five men who offered themselves for training only three were avowedly selected for work in the Association while the other two took the course on their own account. But during that year and the next there was no thought of extending the benefits of the course to entrants from either educational institutions or other public bodies interested in the welfare of the young. While there was no intention to be exclusive, the endeavour in the beginning was merely to give the benefits of training in Christian leadership to aspiring young men from among the followers of the Christ; and there always remained that anxiety that the men who took the course must be capable of the highest from the point of view of both character and conduct.

In the second year of the course there were only three students, but the number on rolls gave no indication of the rapidly increasing value of the Institution. As the few alumni of the school went about their work and more and more people came to see the work that was being done at the YMCA School of Physical Education at Madras, the institution gained in strength and influence. As Mr. N. K. Mia says in a contribution to this Memorial Volume, "Soon there arose a demand from educational institutions, play-grounds, from Native States, Missions and other private bodies to train men in the new type of physical work for their institutions. A new field of service for the Association had opened up;........ a new house for the College (School) became an urgent necessity." It was therefore felt necessary to seek a separate home for the School; with Harry C. Buck's enterprise and the general interest the YMCA officials took in the institution, it became possible in 1923 to shift the School to the Royapettah House, Royapettah—a large "Bungalow" with comparatively spacious grounds (of nearly five acres) around it. The occupant of the building was the Rev. Canon Goldsmith, a keen unassuming and selfless worker who had laboured long and creditably in the service of the Christ in Madras; and he placed a great portion of the building generously at the disposal of Harry Buck and the School. The bungalow provided a home for the Principal too and it was a great aid to Harry Buck and his wife to be in residence at the School since they had to save every minute of their existence as they both worked tirelessly to add to the amenities of the institution and thereby extend its usefulness.

At the new site of the School, the YMCA had a branch functioning at the North-east and where a small building had been built for the purpose: There was a good-sized parade ground in the compound; and in it the training in Calisthenics and Track and Field Athletics was given. Though no standard Quarter-mile Track could be plotted, a running track of a fifth of a mile long was provided. Jumping Pits, a Playgroundball Diamond, Volley-ball and Basket-ball courts and a Ball-Badminton court were also built. An out-door gymnasium containing Horizontal Bars, Parallel Bars and Flying Rings was an additional amenity. An improvised Boxing Ring was set up in the open on the southern section of the grounds without a platform or lighting; but it served

well enough its purpose. A Tennis Court adjacent to the bungalow came in handy for occasional social parties to students and special guests since the Bucks entertained guests periodically to enliven the life at the School which otherwise tended to become too strenuous and exacting a routine to bear comfortably.

For the Lecture Hall, though at first a special hall was not needed owing to the smallness of the number of members taking training, a thatched hut was put up to accommodate the bigger numbers that had to be admitted in the later years. There was a small side room on the eastern part of the building, and it was used as an office. Within two years of his arrival in Madras, Harry C. Buck had been appointed Adviser to Madras Government on Physical Education, and the office was therefore an essential adjunct to his work, and the Principal's room lay in the adjoining room towards the inner part of the building. Two or three shelves of books—the private collection of Harry Buck—were used as the School Library and it became the nucleus of the present Library on Physical Education—one of the most up-to-date in this country and incidentally one of the most used.

These amenities were definitely an improvement on the old arrangement ; and the removal of the institution from the YMCA buildings into a home of its own tended definitely to give the school a new status and served to attract public attention. The increased amenities for the school were obtained with the set purpose of extending the admission to its courses to workers from educational and other institutions ; and with the establishment of the school in its new and more spacious site at Royapettah, the courses at the school were accordingly varied and adapted for different classes of entrants. In addition to the full year course (of nine months) for the Physical Directors with collegiate education or graduation in Arts or Science, a " Certificate Course " of six months, (later changed to nine months) for persons with high or middle school education only, was offered by the school ; and later, a " Short Course " of eight weeks was introduced as a " Refresher" or " Preparatory " training.

At the time the school was moved to Royapettah, the educational institutions of the land had not come to recognise the need for an efficient organisation of games for all pupils. The educa-

tional system of India as it prevailed early in the twentieth century was the result of somewhat haphazard and more or less disjointed developments arising out of British efforts to educate the Indian people with the implied intention of securing men for the clerical or administrative services of the land. Any schemes which added to the cost of education and the burden of administration were, therefore, naturally avoided; and though educationists talked of health and fitness as objectives of educational endeavour, no serious effort was made to help school children to grow into healthy, strong and socially sound citizens. About 1875* the Government of British India appeared to have indeed initiated a policy of Physical Training and Games like cricket for schools; but it was largely a type of physical " Drills " based on either the Swedish system or the McLaren's System and partly on military practices that was given to pupils in a weekly class by ill-educated, ill-trained and ill-paid " Drill Masters ", whose place in the educational hierarchy was both the doubtful and more or less contemptible. The " Drill classes " were but vaguely related to the general process of education, and not even remotely connected with the ultimate aim of education—"the Good Life". The purpose for which the "Drills" were included in the curriculum was indeed said to be connected with ' health '—but health was a concept in itself improperly understood; and, as a goal, it was rarely achieved. An endeavour was made to develop through Gymnastics and Stunts a few skills in select and interested pupils, but no conscious or concerted effort was ever made to cultivate in all school children either the fundamental capacities required to make the body an efficient tool of ' the Abundant Life ' or to train the children in character and social adjustment so essential to both the progress of the group and the happiness of the individual. The small compounds of the schools generally served as the only space for open air activities; and though the British traditions for games and sports had definitely influenced educational thought, little or no effort was made in most schools to provide playfields. Even when games were played, the limited amenities offered were usually monopolised by star performers—the few players making the school teams. Educational authorities appeared indifferent and con-

* See page 12 to 14 of " Physical Education for Boys," a book by Dr. G. F. Andrews.

servative and there seemed to be no appreciation of physiological or psychological needs of the individual to stimulate the utilisation of the human being's 'inherent desire for participation in natural activities'. In the school time-table only one period of 40 minutes a week was provided for Physical Training ; and consequently the work tended to become a farce. Further, the general poverty of the people and the low scales of school fees which obtained then made any progressive schemes of physical education difficult or unthinkable.

Harry Buck's work at the YMCA and his duties as Adviser to the Government on Physical Education would appear to have given him gradually a deep insight into the conditions prevailing in schools of physical exercise and recreation. As we have already seen, when he laid his plans for the establishment of a school of physical education for leaders, Harry Buck as a worker of the YMCA had seemingly no thought of concerning himself directly with the physical education of school or college pupils. But as the first Adviser on Physical Education to the Government, Dr. A. G. Noehren had already conducted or guided many 'short' courses of training in Physical Education for the Drill Masters of schools, and hence the interest in the physical training of school children became a direct interest to Harry Buck when he took up his duties as Adviser to the Government on Physical Education, not long after the foundation of School of Physical Education at Madras and in succession to Dr. A. G. Noehren. It may be remembered that Harry Buck himself had started service in the States as Physical Director in the Public Schools and his services to institutions in Wichita had attracted workers in the field even in that progressive country. If Harry could indeed bring the benefits of organised play to all school pupils in India and get the teachers of physical education in the land to adopt that same 'system of good sportsmanship and fairplay' which had helped to build personality and character among his pupils at Wichita, no price would be too dear to pay for that achievement. Harry Buck had had a good lead from the pioneers of modern physical education working through the Association—pioneers like Dr. J. H. Gray, who had done a good deal to prepare the way and show the need to strive through the men of the soil and, as far as it might be possible, work with their own traditions as well. Within his own mind

Harry appears to have made the resolution to do the utmost for the youth of the land; and, to this end, he would not fail to profit by the lead he had gained from the pioneers; and, if need be, he would not hesitate to blaze new trails of his own.

The different courses that were introduced at the school in its new environment at Royapettah were accordingly devised to suit different classes of trainees who would work with different sections of the young either as teachers in schools or as playground instructors. From about this time, the men who offered themselves for training came in larger numbers from schools and other educational institutions than from the YMCAs. From year to year increasing numbers came from other provinces than from Madras and also from the Indian States to take the training. By 1927, so great was the reputation that was achieved by Harry Buck and so distinct and efficient the training he gave that even other countries in Asia like Iran, Iraq, Burma and Siam began sending students to take the different courses of this Madras school.

While the institution was thus extending its work and thereby its influence, the nature of Harry Buck's activities also became varied and more comprehensive from year to year. Not only from the YMCAs and Missions and school masters, but playground instructors from cities and towns and sportsmen seeking to improve their skill came to take training under him. As his untiring and energetic work in the cause of games and sports became more and more known, the YMCA School at Royapettah was turned into a centre of pilgrimage for aspiring athletes seeking the favour of Harry Buck's expert and valuable guidance to improve their technique and performance. Harry Buck was apparently rough and exacting in his classes and at coaching; but his sterling sincerity of purpose, his genuine love for all sportsmen, and his suavity and good humour when off duty, rapidly won for him countless friends from all over the country from among the devotees of sports.

One additional source of influence Harry Buck gained at this time was the Olympic Movement. Inspired at that time by the National Physical Director of the Association, Dr. A. G. Noehren and Principal Harry Buck, and backed by powerful patronage like Sir Dorabjee Tata's, the Young Men's Christian Association took the lead in 1924 to organize the establishment of the All-India

Olympic Association. The newly formed Olympic Committee immediately arranged to hold the first All-India Olympic Games in March, 1924, in preparation for the World Olympic Games at Paris which were to be held later in the year. Harry Buck had the distinction of being the Starter at the Indian Olympics—a distinction which he kept with great credit at many of the more important Sports meets in India until his death. Harry Buck was also chosen to coach the Olympic Team which among others contained some South Indian athletes. His connection with the Olympics and his endeavours to strengthen that movement in India and place it on a stable footing gained for him new friends, and the world of Indian Sport incidentally profited by the powerful patronage which backed the Olympic Movement. Harry Buck's gains in personal influence were in effect the gains also of the School of Physical Education which he conducted.

Another big source of strength to his cause and to the school, was Harry Buck's efforts to consolidate the forces of Amateurism by every possible means and to advance the interests of clean sportsmanship in the country. His insistence on amateur laws and the rules of the game had already become well-known. About 1927, he felt it necessary to bring into a book form the International and other accepted rules of games and sports which had become popular by that time in many countries. Indigenous games were not forgotten, but the rules pertaining to such games were modified to bring them into line with similar rules obtaining in respect of other games and to suit the spirit of the amateur. It was the first step towards producing a consciousness in the sporting public of the country, among young men as well as the leaders of sports, that rules were essential for the orderly conduct of play and to understanding and amity. Teaching people to play the game according to rules and to play the game for its own sake, were great ends in themselves ; and in a country which had not seen a common organisation till then in most fields of public endeavour and social living, and where different rules prevailed in different parts of the country in respect of games peculair to the land, Harry Buck's effort must be considered as the creation and the strengthening of a great new tradition in sport for the multitude. It was not only the first of its kind but Herculean in its magnitude. The success that he achieved and the reputation that he built thereby

will be borne out by both the manner in which sports organisations in India still look to 'Buck's Rules' for authority, and the immense popularity that his Book of Rules has enjoyed in successive editions from 1928 onwards. Being largely a collection of the laws of different games and sports, the publication of the 'Rules' in itself would possibly have achieved little : It was Harry Buck's capacity for thoughtful and faultless organisation of the Olympic and of other games and sports meets and the great insistence he placed upon the rules and the strictness and the impartiality with which he enforced them from day to day that set an example for all organisers and administrators of sport and helped to build up a genuine regard for rules in play. Incidentally, the credit that Harry Buck gained thereby undoubtedly added to the strength and accelerated the growth of the institution of physical education which he founded and guided.

Upto the year 1924, Harry Buck did the work of the school single handed ; and the strength of the pupils on rolls then did not necessitate any regular assistants ; but as his interests grew wide and his activities for the advancement of amateur athletics and games multiplied, the need to find an assistant became insistent; and he took as a member of his staff one of his earliest and most devoted pupils, N. K. Mia—still happily connected with the College and the longest to have served with Harry Buck in the great effort of establishing scientific physical education in this country. It was about a year after the school had been moved to Royapettah. From that time onwards, while Mia took upon himself the burden of managing all sundry items of business in addition to his duties as a teacher of the school, Harry Buck devoted himself more and more to find avenues of extending the cause most dear to his heart and gaining public and Government support for it. In pursuance of a policy of systematic and progressive development of Physical Education in schools and in his capacity as Adviser to Government, he wrote out and published through the Government a Syllabus of Physical Activities for Secondary Schools and another for the Elementary Schools to guide teachers. "When just published," says Dr. G. F. Andrews, "it indicated the scope clearly of the vast possibilities of well-organised programmes of physical education work in schools. The syllabus for Elementary Schools is also a landmark."

It was at this time that he decided wisely on a policy of liaison with leaders in education to acquire their support and to strengthen his own hands. He convened with the authority of the Government a Conference of Headmasters to discuss the need with them of an intensive drive for physical education in schools to benefit the pupils in health and character. Though prevented from being present at the Conference by sudden illness, his assistant—Mr. (now Dr.) G. F. Andrews functioned on his account and that Conference prepared the way and successfully laid the foundations for progress.

Aided by his official position as Adviser to the Government on Physical Education and the confidence he had inspired by his work and capacity, he found it possible to undertake by 1927 two tasks of great magnitude to give Physical Education its due place in the educational effort of the Madras Province. On his initiative the Government constituted a Committee on Physical Education for Secondary Schools in 1927 under the Chairmanship of Justice Beasley, with the District Educational Officer of Madras as its Secretary and Harry Crowe Buck himself as an expert member. The Committee published with his assistance a very valuable report early in 1928 recommending the establishment of a system of Compulsory Physical Training and Games in the schools of the province and laying down the minimum requirements in grounds, equipment and staff for implementing the recommendations. To Harry Buck is due the greater part of the credit of having guided the Committee in their difficult task of initiating a forward policy of physical education in a conservative field in which " old timers " tended and still tend to dominate.

The other task that Harry Buck undertook then was the institution of an enquiry into the amenities for physical education in the colleges affiliated to the Madras University—colleges spread out through a greater part of the province ; at the invitation of the university, this he appears to have done almost all by himself, finding the time to tour despite the rapidly increasing calls on his leisure and convenience. His untiring capacity for work, his ability to adapt himself easily to any environment, his enterprise and his unfailing enthusiasm for his mission—a self-imposed task, enabled him to produce a profound effect upon the educational authorities of both the Government and the University. Most of his re-

commendations were accepted ; and the Madras University decided upon the introduction of a scheme of Compulsory Physical Education in all the Intermediate (first two years) classes of all arts and science colleges from the year 1930. The training of some of the personnel required for the University was to begin in July, 1928, such trainees receiving special financial aid. In June 1928, Harry Buck found himself faced with the big task of training very large numbers of trainees sent by the schools and colleges from all over the presidency to take either the Certificate or the Diploma Courses according to need. At about the same time Burma, now happily a free country, but then a sister province of British India, sent a batch of men for Physical Education work in that land in different spheres—the YMCA, the Rangoon City and under the Government. Other provinces sent increased contingents now, including Bengal, the Punjab and the Central Provinces. In all, over a hundred men came for the training in 1928. The hey-days of the school were commencing now and significant changes in its policy and organisation became necessary to deal with the steep and sudden increase in the number of students.

With the phenomenal increase in the number of the students admitted to the different courses, the work of instruction and guidance at the school had to be shared by many. In that year 1928, Wallace Forgie took up Boys Work, Scouting and Camping and Mrs. M. M. Buck did psychology and there was a part-time instructor for coaching in Boxing in Namzu (Namasivayam, a Ceylonese). Mia and Harry Buck did the rest of the work. About the middle of the term Dr. J. H. Gray who had been away in China on a special mission of organizing Physical Education work there, returned to help, and he did Anatomy and Physiology and the Coaching in Track and Field Athletics. The classes in theory were held in the large hut of thatches put up for the purpose; and the Library was re-organised and classified with the help of two of the trainees D. T. Hla and the author of this Memoir. A special difficulty was the accommodation of the students and their mess arrangements. Luckily a fairly large private building "Dilkusha" was available only two doors off on Peter's Road, and this was rented out and given to students in residence and a mess was run for them, more or less on a co-operative basis, thanks to Mia's resourceful assistance and management.

The strenuous routine of the college began with the morning "activity" classes, at 6-30 A.M. precisely—so precisely that he who dared to come a minute late to the class had to run "Twice round the Lap" and sometimes more. Slackers had to "shake a leg" and the Principal's piercing voice brooked no resistance or disobedience at any time. So strict was the discipline and so scrupulously enforced, that any who dared to question stood the risk of "having to book his passage back". It was not an empty threat; and a few did leave thus during the first few weeks—but all because of their own inability to cope up with the work and the discipline of the school. The morning calisthenics went on for two endless hours; and to most the strain often reached breaking point. Then, after a hurried bath and a hasty chotah (breakfast), the instructional hours in theory started at 10 A.M. But, as before then their assignments had to be ready, students were often in the class well in advance pouring over books in the Library, endeavouring to write their essays in time before the Principal arrived for the class.

There was a recess of two hours for rest and lunch, and the afternoon classes would commence at 2 P.M. and generally last two hours—one hour for theory, the other at 3 P.M. being usually reserved for "practice-teaching"—a work which was sometimes done in one of the neighbouring boys' schools. At 4-30 P.M. games activities would start and go on till 6 P.M. or even later. As a good deal of reading had to be done, and as books were few and the numbers in each even of required references limited, the Library would be full of the trainees till about 9 P.M. or later. The day of the trainee was as full as it could be.

Altogether the training at College was a great experience, and it was a measure of hardening for the body and fortification for the mind. In effect the men whom Harry Buck sent at the end of the year with the hall-mark of the college went as pioneers infused with a new enthusiasm for a great task, and without exaggeration, widened in outlook and completely liberalised. There was no scope for the indulgence of conservatism or orthodoxies of any kind; and students had to live the fullest life possible within the limits of freedom permitted and entirely on a democratic basis of equality. Work and merit were always rewarded and when a trainee could add to those qualities the qualities of cheerfulness and amiability,

he found generally greater favour with the Principal. There was usually no grousing as Harry Buck was always fair-minded if stiff, and deeply interested in and often concerned about the welfare of the men in his charge ; but if they had to receive at the end of their term the school's Seal of Quality, the trainees had to show their mettle and display their best at all times—for the Principal was the School. But life in the School was not, however, an unrelieved monotony. There were a number of student societies including a Literary Society and a Religious Discussion Group, where the most complete freedom was enjoyed by students. There were occasional Socials on holidays and the annual exodus to Covelong where the Camp offered great relief and much-needed diversion both to the students and to some of the staff. Distinguished visitors often visited the School to lend variety to its life and add to the zeal of its learning; and, as many of them were international figures, their visits often proved great occasions.

In the year 1928–29, Harry Buck had among his trainees some of the best men who ever passed through him. To mention only three names, Swami Jagannath, D. T. Hla and P. M. Joseph were among them ; and that year the school athletes took away the greater number of the trophies in the Annual Olympics of the province.

So, by the year 1929 or 1930, the reputation Harry Buck had built for efficiency and soundness was so high that everyone connected with the running of the School of Physical Education felt that the five-acre site at Royapettah was too small a place to hold that out-grown institution and its large-hearted Principal. Requests came from two of the Indian States for the location of the school in their States; and as day by day the conditions became too cramping to facilitate either efficient or easy, unobstructed work, the administration had to think seriously of revising the plans which had been thought of for making the Royapettah House the permanent home of the school. But, as Providence would luckily have it, the idea of continuing at Royapettah had to be given up. At this time, Dr. J. H. Gray, one of the most experienced pioneers of work in India and Far East, was fortunately at the school ; and he foresaw wisely a big future for the institution ; and Harry Buck who believed by virtue of his upbringing and his experience in the wisdom of the knowing, consulted him and others interested

in the welfare of the school. As things were, everything was in Harry Buck's favour. He had brought himself into such a pitch of popularity, caught so much the ears of certain high officials and had so inspired public trust that the Government of the Province made the very generous grant to the school of about sixty-five acres mostly of virgin land, not far from Madras in the present site at Saidapet, about four miles away—just at that time not further than a stone's throw from the city's southern limits, bordering on the Mount Road. That gift of the Government was a triumphant achievement for Harry Buck; and it marked a great landmark in the history of the school.

THE EXODUS

The site granted by the Government of Madras at this time was most gratefully accepted as a precious gift for the establishment of the institution—no more called a school but now described aptly as the YMCA College of Physical Education. Though the acreage thus providentially acquired was vast, the site was then a great wilderness of uneven fallow land, part cultivated and part waste, requiring much spade-work and wise planning before it could be put to any use. There were no buildings to accommodate the students or the staff, no halls to study in and no dining rooms. Even the playground surfaces had to be freshly made and the fields were to be levelled and marked, while some of them would have to be drained—for the site was close to the river Adyar and high floods affected a good portion of the marginal fields then and made them marshy. It may here be noteworthy to record that Harry Buck had not perhaps thought at that time of the immensity of the funds that would be required to reclaim those wide acres and build the edifices of his growing institution. At first it appeared altogether a great venture of faith; but Harry Crowe Buck believed seriously in the power of his faith to move mountains; and so, in 1930, to Saidapet, the College was shifted with the throbbing but hopeful hearts of the Principal and his friends and colleagues keeping time to mark that onward march to "fields and pastures new". The chrysalis had discarded its cocoon and the splendour of the life within was now to be revealed.

A great part of the sixty-five acres site was soon transmorphosed into a busy colony of thatched huts accommodating the staff and

students and providing Studies and Lecture Halls, Kitchen and Dining Rooms as well as Offices. Undaunted by the many limitations that would have halted a less heroic heart, Harry Buck started work at Saidapet with all the vigour and zeal he was always noted for. His fecund brains became busier than ever ; and he laid out plans of development, bringing to his aid every expert he could magnetize with his unique missionary zeal. But while his plans were taking shape, life in the college went on with the usual swing and its normal routine was not interfered with. One of Harry Buck's great traits was his strong belief in the dignity of labour and the assiduousness with which he put it into practice in his daily existence. He never shirked even manual work when it was necessary to do it ; and in the earlier years, when assistants were few and menial servants difficult to teach, he set the example to his pupils of lining the track, soiling his own hands with irritant chunam and carrying heavy athletic equipment to their setting on the field, thus saving time and worry. Harry Buck's example was always infectious and his pupils, taking a page out of his book, generally vied with one another to see who could do more. Thus it was that the trainees themselves in their new environ did a great deal to tidy up their surroundings and bring order out of the chaos of the virgin ground around them. And, to give the finishing touches to that heroic endeavour, Mrs. Marie Buck, who always formed the inseparable better half of "Crowe", helped to bring beauty into that wild spot. Beautiful bougainvillaea with their bright-coloured bracts of varying hues, soon adorned the long stretches of fencing that were erected to enclose the vast compound and lent lustre to the drab huts roofed with dry woven coconut leaves. Ornamental trees and a pleasing variety of lantanas and border-bushes rose up out of the ancient nothingness ; and variegated annuals, cosmos and chrysanthemums, scarlet cockscombs, petunias and zinnias, red and white lillies and numberless other common and rare plants in pleasing splendour, gave the place a new air of enchantment in a short time.

The College needed a number of playgrounds to cope with the comparatively immense number that were from year to year increasingly admitted from different parts of this country and from other countries of Asia—where the importance of scientific physical education was being rapidly realised, thanks to the lead that the

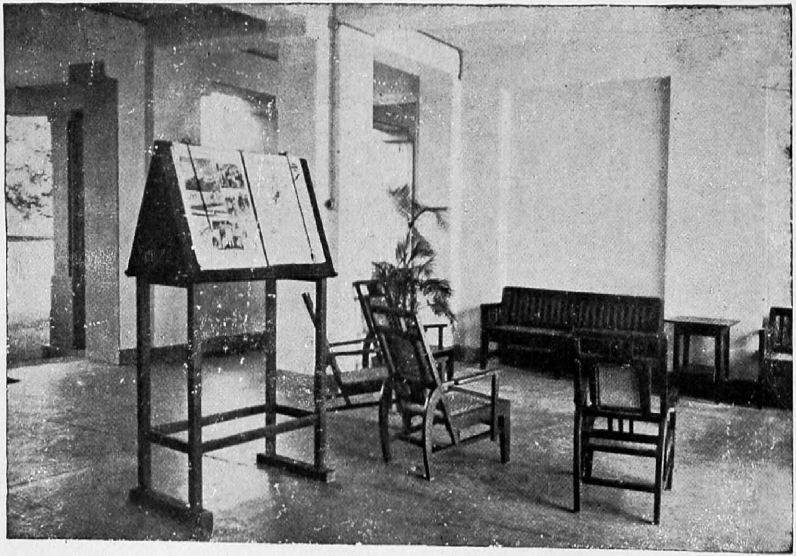
YMCA had given. It was not only for the students in training but certain athletic organisations in the city that needed occasionally properly laid out grounds for the conduct of important meets or tournaments. Harry Buck gave his assistance always with generosity and he wished to make the college grounds to become the centre of all important athletic activity. So a model track was laid—as best as it could be done under conditions obtaining in this country; and a number of games courts were built. The services of the students under training were utilised and this gave the trainees an ample source of practical experience; and at the same time, Harry Buck's policy won for him not only few friends but more and more public support. The virgin ground was now well utilised with a large number of Football, Hockey and Cricket fields and other fields and courts in number for games like Basketball, Volleyball, Softball and Tennis. An Open Air Gymnasium came into being under the umbrage of certain friendly old trees and a Wrestling and Boxing Arena too. Yet, there was still much to be done and more grounds were to be brought under use and improved and perfected, and Harry Buck would not be content with half-baked achievements. He wanted the grounds to be better and more amply protected with fencing; he wished to see a Swimming Pool built; and he wanted to idealise the conditions of learning and athletic practice at the college. And he went on striving and hoping.

While these developments were taking place—with uncommon rapidity and tireless zeal, a great and unexpected event happened. Dr. John R. Mott of the International YMCA, New York, was on a visit of inspection to this country, and he came to see for himself the progress Harry Buck's great efforts were making for the Association's College of Physical Education at Madras. He came, he saw and he was amazed. Visits like Dr. John Mott's are Angel visits—few and far between; and this Angel came with the resplendent wings of a new Hope. Says N. K. Mia: "Dr. John Mott to whom the Association in India owes very much, with the vision of a prophet, saw the immense possibilities of service to India through this institution, and immediately set his heart to find the required money for providing the growing institution with necessary equipment." Dr. John Mott went back to the

United States evidently with the resolution to do his best to help the College and to make it an ideal institution, worthy of American endeavour; for he saw the inspiration was there, the highest motives for service, the right direction and the most capable leadership and what was wanted was urgent financial aid for buildings and the equipment needed for a model institution of the type he had seen. On his return to America, Dr. John Mott prevailed on the well known Canadian Philanthropist, the Hon'ble Mr. Vincent Massey, to interest himself in the project. That great public benefactor generously gave enough funds with which it became possible to raise the college buildings.

In this connection it may not be out of place to refer to Harry Buck's visit on furlough to New York towards the later part of the year 1930 to qualify himself for the M.A. Degree at the Columbia University in pursuance of his innate desire to perfect himself and keep up-to-date in his knowledge of developments in Physical Education. Harry Buck's occasional visits to his mother country seem to have been well-timed or inspired, being impelled by many promptings of which he rarely spoke to his colleagues. It is not unlikely that Harry Buck's visit to New York in 1930–31 had something to do with the interest the International YMCA was increasingly evincing in the progress of the training college at Madras. If the connection had indeed a basis in fact, Harry Buck's discreet silence about it may well be understood and his great humility appreciated. As an individual effort to arouse helpful interest in his work and to tap resources, it would deserve the greatest credit.

The funds the Hon'ble Vincent Massey placed at the disposal of the institution providentially proved more valuable than it would have ordinarily been owing to very unexpected and fortunate circumstances. When the amount was to be transferred to India for utilization, the great trade depression had brought in the NRA and the New Deal had been initiated in U.S.A., and the fate of the Dollar hung in the balance. But what was a misfortune to America proved a source of profit to India. Harry Buck thus got out of the gift much more than he would otherwise have got; and so it was that with that benefaction from the States, without further aid, Harry Buck was able to erect not only that fine edifice now called after the donor—the



THE LOBBY OF MASSEY HALL —From "*Vyayam*"

AT THE OPENING OF MASSEY HALL —*From "Vyayam"*
By H. E. Sir John Stanley, Governor of Madras

Massey Hall—forming the main college buildings, but the Principal's Residence and the Mess Hall for students, both of which also were most urgently needed.

This done, says N. K. Mia, " This act of faith on the part of the Hon'ble Mr. Vincent Massey worked like magic. Several new Donors came forward with their mite to make the permanent living quarters for the students an accomplished fact." Let me quote N. K. Mia again :

" With the material progress, the training of the students improved in quality, and considerable headway was made in the enrolment of students. Students from all over India, Burma and Ceylon, and even from Thailand, Iraq and Egypt, flocked under its roof for inspiration and guidance in ever increasing numbers. At times, no less than fourteen languages were spoken and all the different faiths of India were represented in this college. In spite of all these differences in the language, religious beliefs, manners and customs, the work continued with greater and greater zeal, in the belief that through Sports, India must be made to feel as ONE and pave the way for International Fellowship and Brotherhood—a goal for which the Association all the world over is working in the spirit of the Master. The residential nature of this college, the common messing arrangements, the work in the play field and lecture room all help to bring about this desired change in the outlook : Where Religions divide, the Sports unite."

At the college in its new surroundings the work of the staff naturally increased a good deal: and more men had to be found. C. C. Abraham had now joined as one of the assistants and while Harry Buck was away, P. M. Joseph who had gone to Springfield for his M.P.E. Degree, returned in 1932 and immediately offered his services to the institution. In 1930, when 'Joe'—so he was known to his close friends—was in Springfield, the Bucks who were then in New York had invited him for the Thanksgiving Holiday to their flat in Riverside Drive, and generously entertained him. That contact had helped to strengthen old ties, and it brought him back to Madras—to be of help if he could be used. Says Joe :

" Mr. Buck's illness, I was sure, would upset plans at Saidapet. I volunteered to be of help......and I reported at Saidapet to Mia and C. C. (C. C. Abraham), Mr. Buck's lieutenants. They were

glad to have me; and together we launched our ship on the new site. Dr. J. H. Gray also had come all the way from America to be of help in case something happened. Mr. Buck recovered, and gradually took over the reins of management. He found me useful and in spite of the heavy financial burden, he decided to continue me on the staff. I worked for seven years with Mr. Buck. We four, Mr. Buck, Mia, C. C. and myself, worked unceasingly, developing playgrounds out of paddy fields and hostels out of coconut leaves and bamboos.........There was very little money, but we got the impossible done, Mr. Buck's unexcelled leadership and example inspired us, his lieutenants, to put everything we had into the job........... To me they were fruitful years of rich experience and happy comradeship."

So the work went on; and as Joe says,

"The YMCA College is the outcome of Buck's tenacity and perseverance."

As N. K. Mia would have it,

"While it is true that several men and women have contributed to the growth of the college, it should not be forgotten that it was Mr. Buck who was the Master-mind behind the project and it was through his zeal and hard work that the college came into existence and flourished."

HEY-DAYS

The story of the YMCA College of Physical Education from 1932 onwards is a story of the fulfilment of Harry Buck's hopes, the story of the progress of the college from strength to strength, the record of an achievement rare in the country in the history of institutions for professional training. Many Provinces and States emulated the good example set by Harry Buck's college and new institutions of Physical Education came to be established in Bombay, the United Provinces and other parts, more or less on the Saidapet model; and where institutions did already exist, reformative changes were introduced conducive to the emphasis and development of Games and Sports, of natural activities rather than of muscle-building or uninteresting calisthenics or gymnastic procedures of training. All the same, so great and so impressive was the record of men who went forth with the hall-mark of the

YMCA College at Saidapet that from year to year the Provinces and States continued to send men for training at the College in increasing numbers, and the number of old boys that hailed from Harry Buck's institution as seen from the list of 1942 make an interesting study of its usefulness and influence.

In the Madras Province itself, greater and greater restrictions had to be imposed on men offering for training from different schools and colleges, and the men chosen had to aproximate to an All-India rather than a provincial standard. Yet the demand for training went on increasing and had to be met; but higher educational status and greater achievements in skill were expected of the candidates for admission consistent with the dignity of the new teacher of games envisaged as a real boy-leader capable of bringing out the best in the pupils through natural activities and team games, and of effectively correcting the tendencies to recalcitrance or unsocial conduct. Harry Buck's insistence on character and conduct always placed the qualities of personality above mere physical achievement.

The lessons the College taught were not to be confined to school boys; and so, outside the sphere of schools and Inter-school organisations—Harry Buck was the President of the Madras Schools Athletic Association for many years—Harry Buck made an endeavour to bring home the benefits of organised sports to the people. He continued his close relationship with the Indian Oylmpic Association* and, for many years, he served as the Honorary Secretary of the Madras Provincial Olympic Association, with the support and backing of many prominent officials and non-officials. In these capacities Harry Buck laid the foundations of a new tradition in organisation as well as in outlook for the sportsmen of the province. Harry Buck was a great believer in organisation and the efficiency that generally goes with the forethought and system fundamental to all organised activities. The Olympic Meets with which his name is intimately associated were remarkable for their smoothness and clock-work precision. Organisation was the basis of much of Harry Buck's success and progress. But the great lesson that the Olympics held for the Country was the reality behind the

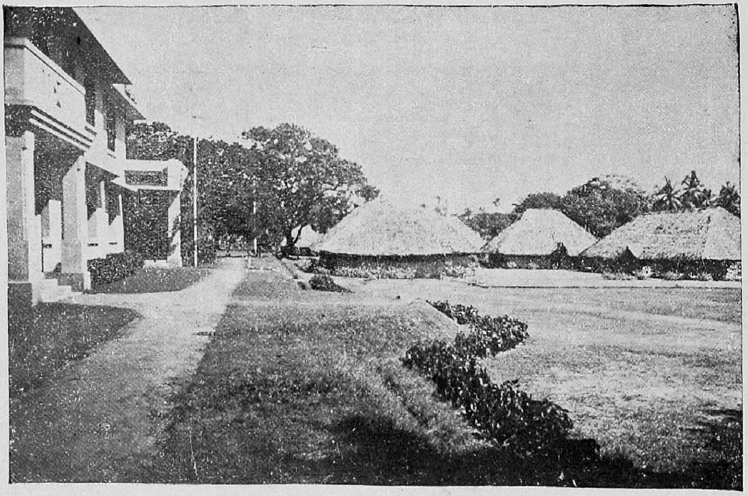
*Harry Buck was coach to the Indian Team in Paris and later, in 1942, he went as a coach of the Indian Team to Ceylon.

Equality of Sports. It gave Indians the status of freedom for which there was then still a great fight, and it placed them on a footing of oneness and equality with all forward nations long before we acquired our political independence. As a coach and as an official he endeavoured ceaselessly to improve the credit of this country to the utmost.

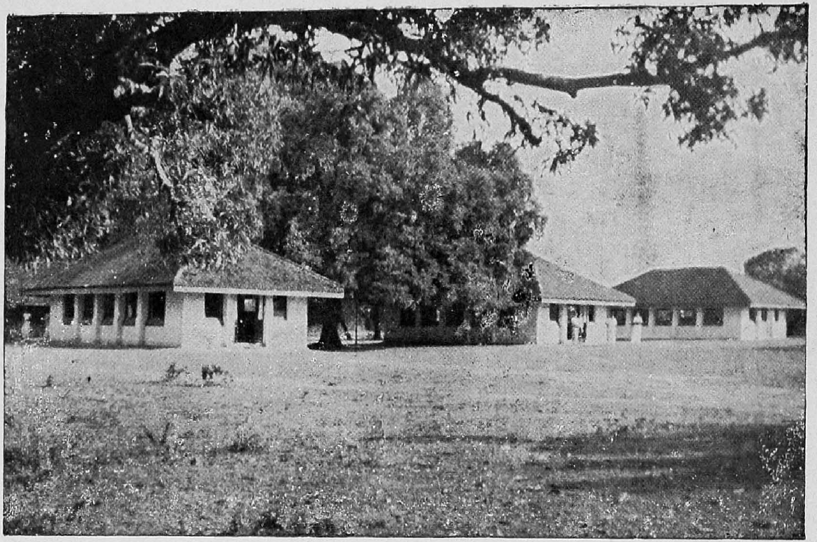
During the thirties of the century during which this progress was achieved, Harry Buck went on extending his association with all amateur sports organisations. One of the most useful bodies for which he rendered yeoman service was the Amateur Boxing Association of Madras. C. V. Nagaraja Sastri, a well known Boxer and Sportsman of Madras, bears eloquent testimony to Harry Bucks' contribution to the growth and progress of that body; but knowing Harry Buck closely as Sastri did, who would not? Harry Buck accepted to be president of the Madras Provincial Physical Education Association in 1932, and he went all the way to Madura to inaugurate this ambitious body, just on the eve of a serious attack of liverfluke which endangered his life itself. For many years he was the Association's main inspiration and support knowing that the Association stood for amateur ideals in sports, and he backed earnestly the demand for the just treatment of the teachers of Physical Education and for their dignity and status. Further, Harry Buck valued propaganda as a means of winning public support, and his work would also gain ground by the work of the Association of which he became President.

During all these years and until his sad end he continued to hold with dignity and great usefulness the post of Adviser to the Government on Physical Education. That position gave his work an additional and valuable aid for success, and his pronouncements on sport thus acquired double authority as emanating from Harry Buck's own deep knowledge and experience and for being a controlling officer's opinions. His disinterestedness in office and his integrity lent lustre to Harry Buck's work for the people.

As public support increased and the institution grew in value, more and more amenities in residential accommodation and in grounds were added to the College. In the year 1938, Harry Buck left for the States on furlough with his wife and spent about six



THE HOSTELS AS THEY WERE —*From " Vyayam "*
(On the left is the Massey Hall)



—*From " Vyayam "*

STUDENTS' HOSTELS

months in New York studying new developments and the latest tendencies and apparently gaining new ground for a fresh drive. But not long before he returned the Great War started and upset all plans he might have had in his restless mind. The war is very real to all Westerners, and many in this country having been spared the privations of war, can hardly think of the sacrifice and devotion displayed by the ordinary citizens in other countries. Harry Buck and his wife got busy when our troubles were yet but vaguely visible in the horizon and they entered heart and soul into the work of organisations for offering amenities to soldiers resident in Madras or staying in its suburbs en route to the theatres of war.

So good and so whole-hearted was the war-work done by the Bucks that some of the letters of the officers and men who had felt their kindness during their stay at the Huts, sent to Mrs. Buck after Harry Buck's demise, bespeak the impressiveness of that service. Lady Armstrong who has made a separate contribution to this Memorial Volume, pays glowing tributes to that selfless work; but more concrete and lasting monuments have been left behind as the unconscious benefits of that humane endeavour—in the Hut, the Hostels for Women Students, the splendid Swimming Pool and its adjuncts, the Boat House, the Boxing Stadium and the Cricket Field—expensive additional amenities that have now become the legacy of the College. Mrs. Marie Buck's association with these benefits, however, is not to be overlooked, but her name and work were so inextricably combined with that of Harry Buck that one can hardly think of Harry Crowe Buck and his work without thinking also of that busy-as-a-bee lady, Mrs. Marie Buck, and her share in that work.

In 1940–41, a great event happened in the history of the College—the introduction of co-education. Mrs. Marie Buck had been for some years Women Specialist in Physical Education to the Government of Madras; but her work of training women candidates was done outside at the Lady Willingdon Training College. In the year 1940, Mrs. Marie Buck was so full evidently with her war duties and other social service, that it would have been a great aid to her to do her work at the YMCA College near her own house rather than away. Another but more important stimulus which impelled the administration to introduce co-education was the growing feeling that that great experiment should be tried in the

interests of progress. So, possibly with many doubts and qualms of conscience, the great step was taken, and the venture courageously made to remove the Physical Training College for Women to the campus at Saidapet. The move was much welcomed, and since then co-educational benefits have been given at this famous seat of learning. Perhaps co-education is not the same here as in Europe or America; but yet under the circumstances of our lives in India and our traditions, it was a big move; and it would not be gainsaid that it has been in the right direction in a democratic order based on equality of rights of association or training. The Bucks thus gave the province a good lead even in the field of co-education.

THE END OF A GREAT LIFE

So the work went on, from progress to progress. But man proposes and God disposes. Late in that year, Harry Buck displayed a feeling of physical weakening despite a most careful and well-ordered existence. There were no visible signs of illness, no palpable causes which even medical experts could discover: the routine of the college was not, however, disturbed; and the share of work which the Principal did, did not decrease even by a degree on account of that illness. The academic year ended in April; but Harry Buck felt growing weaker and weaker—for no apparent cause. And then it was suspected that it was possibly a case of Leukaemia, a matter for God to help. The summer of 1943 came and went and despite his illness Harry Buck started the work of the year and went on apparently with the usual vigour. So nobody suspected anything tragic; but the tragic end did come. He had planned to meet his staff on the third Thursday of July, 1943, to discuss work, but he never met the college staff again at the office. On the 26th of the month, his end came, imperceptibly and quietly. Mrs. Marie Buck was by his side to see him depart this life; but it came so suddenly that it gave a shock to one and all who had known him. But he went, possibly to plan the progress of work in other worlds and other climes where he was most needed.

Chapter IV

HARRY CROWE BUCK: THE MAN AND HIS ACHIEVEMENT

The YMCA College of Physical Education at Madras is the greatest memorial of Harry Crowe Buck we can have; for it is built not so much out of brick and mortar or its multiple material equipment as out of those great qualities that went to make the man what he was, and the still greater traditions under which he was himself trained and developed. Harry Buck's vision, his faith and optimism, his tenacity of purpose, his untiring zeal, his geniality and inherent goodness, his limitless industry and his immense capacity for leadership—these were the materials which went to fill in and give shape and stateliness to the steel frame of that edifice which he raised, and endow strength and richness to the traditions it created and treasured for the betterment of the youth of India.

In the very brief account I have so far given of the life of Harry Crowe Buck and his work I have made but passing mention of some of the traits of his greatness and his achievement; and it is necessary that a fuller picture of the man's character should be given to present a clear understanding of the factors which helped him to found a college of a new type and to create and establish a strong tradition in sports in a country in which many ancient traditions were already crumbling with the impact of conflicting influences.

Harry Buck came to India with a mission: He came as a missionary of youth. In the arduous years of his preparations for service, and in the choice of his calling he had displayed a vision which gave him distinction both as a pupil and as a teacher. When he arrived in India, as we have already seen, he saw his opportunities from the very start with the vision of a seer. His decision to start a school of training for indigenous leaders would prove him a master-mind, singularly shrewd and practical.

Harry Crowe Buck had indeed a vision; but he was no mere visionary. He was impelled by a great spirit of idealism; but he was not just an idealist. He put his plans into practice with plenty of "horse-sense", and he never allowed his ambition for achievement to run riot and outstrip the bounds of discrete progress. He limited his goals wisely and strictly in consonance with the amenities he possessed for work and with the knowledge he then had of his

new environment. At first he felt his way through, taking no hasty step; and he did all in his power to see clearly what was around him before he adopted any new plans for progress. That was certainly after the fashion of the pioneers ; and it was the surest way of advancement. In doing this Harry Buck did not underestimate or overlook the achievements of those who had sweated honestly in the decades preceding his arrival in India. He valued that work greatly and actually built on their foundations ; and he did everything to take one of them at least into trust and to seek his guidance or assistance periodically—that of Dr. J. H. Gray, whose undoubted sagacity and capacity or whose wide and unique knowledge of the East and its peoples this is not the place to expatiate upon. All the same, the edifice Harry Buck raised was his, not those of his colleagues or of his predecessors ; and it was the result of his practicality and foresight, the outcome of the ideal of thoroughness that pervaded his life till death.

Harry Buck did not believe in half-way houses to achievement; and though he often accepted half a loaf as better than no loaf, he laboured endlessly to get all he could to idealise his goal. It was a sense of achievement that kept him on striving and struggling in the search for pastures fresh and new.

One of the great secrets of Harry Buck's success was his public spirit—his doughty championship of the cause of sport, and, through it, the health and character of Indian Youth. He worked for a selfless ideal—the ideal of a nation freed from disease and of a people strong, healthy and happy, and proud in the possession of the right avenues for social recreation and group experience,—the ideal of a society in which the highest principles of amity and amateur sport would obtain in daily life and conduct. That was the reason why Harry Buck won so many friends in positions high and low so quickly both in Madras and outside in so vast a sub-continent as India.

The spirit of Harry Buck's missionary service was indeed remarkable; and he brought to bear upon his work the additional qualities of social charm and amiability. Harry Buck and Mrs. Marie Buck became increasingly popular figures in the social circles of Madras. As his work became more and more known and as his influence upon the youth of the land spread, Harry Buck became a

byword of authority and sportsmanship to the young and old alike in the province ; and Mr. and Mrs. Buck were in the later years invariably found at all important social and public functions held in and around the city of Madras. The same social charm and amiability made them enviably good hosts; and the residence of Harry Buck in the college Campus radiated joy to all friends who came there generally in numbers impelled by the strength of their goodness and the greatness of their service. Their hospitality, coloured as it was by their American resourcefulness, had a special attractiveness in its simplicity and sufficiency ; and the friends they thus won and kept were legion—friends who encouraged them in their work and often gave them ample and able support, friends who were literally spread from Kashmir to the Cape and over many countries of the five continents.

Harry Buck's idealism and his seriousness were evident in his college work as much as they were in his dealings with the world outside. He started humbly but built up so fast that the towering edifice he raised evoked both awe and admiration, and inspired the spirit of emulation in other parts of the land. His standards grew with his knowledge and achievements, and as they grew higher and higher and his influence widened and the amenities he provided increased, he became more and more exacting in his demands of character and attainments from his own pupils. In individual character and conduct, he expected his students to emulate the highest examples ; and when he noticed any lapses, however slight, he expressed himself in the strongest and the most unmistakable terms. Whenever he became displeased, he showed himself to be so dead earnest in crying the culprit down that unwittingly he created a just error in the hearts of those who heard him; and they were occasions when he appeared too lofty to be reached by the common man !

Occasionally a sense of great frustration came upon Harry Buck, and it found expression with a vigour almost amounting to volcanic ferocity. In my year (1928–9), I saw an instance of it. Mr. N. P. Menon of Travancore, an old boy, recalls an occasion when at the time of expelling a student for indecent behaviour (a rare thing) Harry Buck had to give a long and feeling sermon to the students. He is reported to have said : " What any social order needs is character more than physique...... It is high time that the mental and moral character of the rising generation at least is moulded in

the right way and shaped in the best manner possible. What I have accomplished during my twenty-two years of service and fifty-five years of life comes to mean nothing...... If you are going to be willing and strong enough to eliminate undesirable elements who are suspicious, quarrelsome, selfish and cowardly to the core, then you have done much more than I have. We are interested in you and that is why we want you to go out into the world with the right attitude to do good......" jelly fish ", " old grandmother " and the like I use might appear humorous phrases, but by them I mean I want you to be back-boned individuals who can stand up boldly against evil."

Ordinarily, apart from the grim manner in which he exacted work and enforced dutifulness, Harry Buck was the very pink of courtesy. He had a cheerful smile for every one and the way he greeted colleagues and students alike conveyed the impress of earnest sincerity even to the casual observer. The way he nodded in greeting was his own, and that shake of Harry Buck's head from side to side and his broad smile are not easily forgotten by his pupils; but his grimness on the other hand never hurt any and was soon forgotten.

To the spirit of cheerfulness Harry Buck brought a happy sense of humour. His sense of the ludicrous was so marked that he rarely allowed any of his pupils to escape their responsibility for little acts of omission or commission without the award of an appropriate phrase—words peculiarly his and expressive of Harry Buck's inmost self. " Keep your head on your shoulders ", " Use your horse sense ", " Where is your grey matter ! " are phrases which his pupils still associate with H. C. Buck. The cynical smile which accompanied his jocular strictures and the shake of his head, rarely missed the target. But Harry Buck's heart was so good that even ' old washerwoman ' were words that were rarely misunderstood. Harry Buck's pupils often imbibed that spirit of ironical criticism that did good without hurt.

Sometimes it happened the laugh went against Harry himself, but none dared point out the ludicrous in the Principal. P. M. Joseph gives an instance of the urgency with which he attempted to express his thoughts of concern for his men or for his pet schemes of which there were always many in his restless mind. "As the

Massey Hall was building," says P. M. Joseph,* "he would go so often in the day to watch the progress the masons were making that it looked as though he was counting the bricks that went to make the building. One night, in the earlier years at Saidapet, a storm blew down part of the Students' residential huts; and the Principal was informed of it immediately. Harry Buck's concern was so great that he was soon on the spot attempting to set the structure up again on its posts as though it was a work that could easily be done and while the storm was still blowing that night. Harry's assistants, who were there with him, felt the endeavour was futile, but could hardly express their thoughts to the Principal, and so had to join him in the vain effort to set right the damage. The same sad ambition expressed in futile endeavour was seen later when Harry attempted to create a Swimming Pool almost out of nothing in the spot that is now occupied by the Boxing Ring." How we wish Harry Buck could now see in flesh and blood the pool the college has gained as a legacy of his own brilliant war work. Indeed, the acts that good men do flower in the dust!

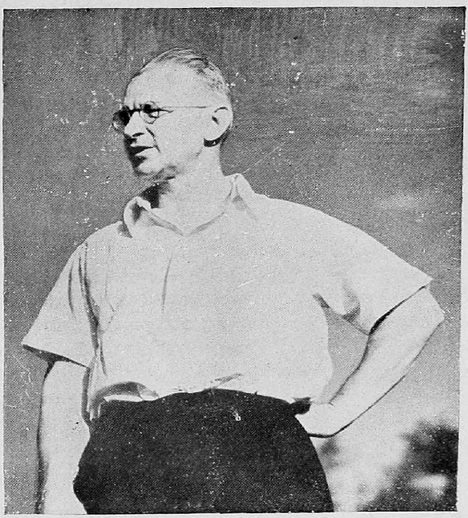
Harry Buck believed implicitly in the dictum that Work is Worship. He strove incessantly to improve on everything he did. It is a spirit which enabled him to achieve great results at all times; and his industry invited emulation. He stressed the dignity of labour and he expected all his pupils and all his students to work as hard and as humbly as he did. Even his few periods of furlough were always arduous periods of selfless endeavour for the College and strenuous study for his own better equipment.

One of the great qualities of Harry Buck was his comradeship. He valued his associates in work and he regarded all who helped him, high and low, student or official, as a valuable ally in the service of youth. It was his democratic training and his Christian humility that evoked in him the spirit of brotherliness, a quality seen to most advantage whenever the mask of office was not on him. He endeavoured earnestly to convey his sense of equality to all through the medium of sport. Caught unwittingly in a hidden current of social evolution, he made significant contributions in India towards the creation and strengthening through his own institution of the spirit of equality and that sense of freedom that have prevailed

* See Review of P. M. Joseph on page 110 of this volume.

in the lives of Americans since the Declaration of Independence. Young men who went through the baptism of training at the YMCA College went out into the world as the dignified apostles of a democratic existence in which equality of rights and opportunities for both sexes should prevail a life in which the feeling of oneness would lead to real and concrete expressions of love, kindness and sympathy through sincere service to humanity. Harry Buck's baptismal work also endowed the teacher of physical education with a status and confidence and a hold which were altogether unknown to the educational system till then. Every teacher from the College thus became a potential and positive influence for social good—in fact for social improvement—disseminating the democratic ideals based on reason and love. In the life Harry Buck envisaged, the competitiveness of a free and equal existence would be chastened and controlled by the highest ideals of amateur sport—the true ideals of sportsmanship.

But was Harry so much a paragon of perfection that there was nothing in him to err? Harry was as much a human as any compeer of his; but his faults were small faults which rarely stood in the path of his progress or the effectiveness of his achievements. In his enthusiasm, in his missionary zeal, he made the great mistake of overlooking or under-rating the strength and influence of the great and hoary traditions of life that generally governed the existence of life in India. It was a fault that led him into other faults though he could not be blamed for them, having been the product of a different and alien civilization. But he was in danger of being misunderstood and misjudged; and Harry could not help being American in thought and outlook. One other fault often perceived in him was his failure to trust in the wisdom and value of men who did similar work—work after his own fashion. So keen was he on 'results' that if he was not called in or nominated to the bigger sports organisations of Madras, he felt he had lost ground or was overlooked! He was thus sometimes almost jealous of the success of others. But his vanity was not of the vulgar kind; it was born of his keenness and sincerity. He was sometimes overstrict or overbearing; but they too were expressions of condemnation of qualities which in his goodness and godliness he could not suffer to see perpetuated in this suffering land. It was the expression of a reformer's zeal.



—*From " Vyayam "*

HARRY CROWE BUCK—LOOKING BEYOND FOR PASTURES FRESH AND NEW *

* " Has dropped his pistol," to go to the finishing post ! — *Editor*

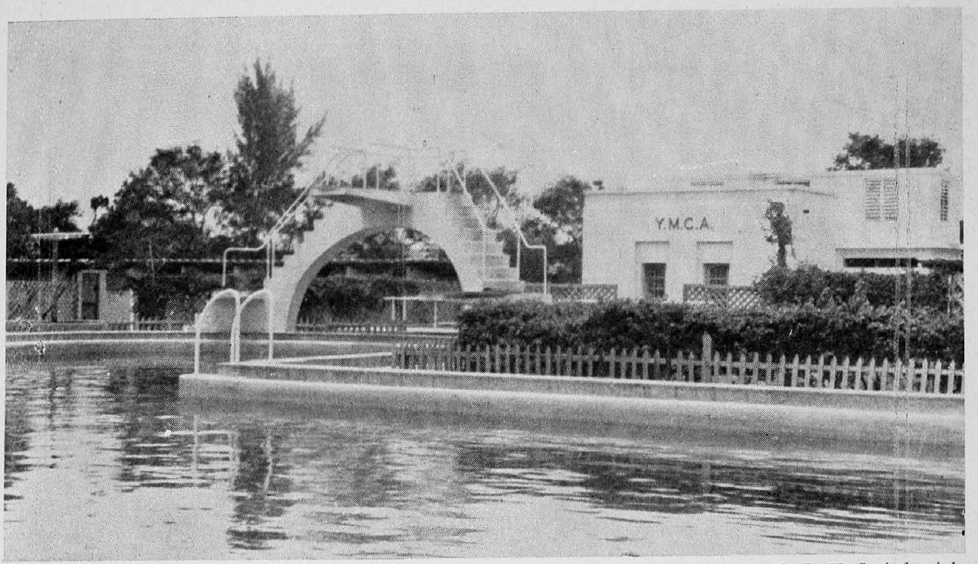


Photo by L. K. Govindarajulu

THE SWIMMING POOL

Showing in the background the Purification Plant and the Administrative Offices.—*Editor*

In an issue of the Journal of Physical Education published in March-April, 1947, H. D. Edgren of the George William College has edited the replies from many prominent Physical Directors of the United States to a questionnaire on the qualities in capacity, attainments and character that may be expected from and valued in the YMCA leaders connected with the organisation and promotion of Health, Physical Education and Recreation. These qualities have been described under twenty-two heads and through most of them our hero can come with flying colours. But whatever the test that may be applied to Harry Buck as a pioneer in India of modern physical education and as a promoter and a propagandist of natural physical activities considered as a tool of national and racial improvement, he will stand out more or less as a unique and outstanding personality. In the ability to comprehend his environment and size up the limitations therein, in his knowledge of the philosophy of physical education and in the grasp of the technique of its activities, in the capacity to acquire and maintain the amenities and equipment necessary to the work, in attitude as well as in skills, as a leader among leaders and as a student among students, as a worker seeking new workers, and in liaison, welcoming support and assistance, as a friend or only as a family man, as the head of a college or as counsellor to the Government, as an individual helper or as a benefactor of a community, and in fact in every possible social relationship, in understanding, outlook, influence and achievement, and in the ability to strengthen and enlarge the sphere of usefulness of the organisations for youth in which he was directly or indirectly connected, Harry Crowe Buck set the stamp of mastery, originality and progressiveness. It will be long before we can see in this country another worker from abroad so devoted and selfless, so good and so accomplished as Harry Crowe Buck.

Annamalainagar, S. India, L. K. GOVINDARAJULU
28th *February*, 1948.

In an issue of the Journal of Physical Education published in March-April 1947, H. D. [illegible] of the George Williams College has edited the replies from many prominent Physical Directors of the United States to a questionnaire on the qualities in capacity, attainment and character that may be expected from and valued in the YMCA Leaders connected with the organisation and promotion of Health, Physical Education and Recreation. These qualities have been described under many heads and though most of them can have place only in the colleges. But whatever the test that may be applied to Harry Crowe Buck as a pioneer in India of modern physical education, as its organiser and a propagandist of national physical education as a tool of national and racial improvement, in his [illegible] as a unique and outstanding personality, in his ability to comprehend his environment and [illegible] the limitations [illegible] of his knowledge of the philosophy of physical education and in the grasp of the technique and its application [illegible] and maintain the [illegible] and equipment [illegible] work, in stature as well as in skills [illegible] a model [illegible] among students, as a [illegible] authorities [illegible] and support [illegible] as a [illegible] man, as the head of a college [illegible] to his community, as an individual helper [illegible] and in every possible social [illegible] and achievement [illegible] to enlarge the sphere of usefulness of [illegible] who was directly or indirectly [illegible] mastery, originality [illegible] we can see in this country [illegible] offices so good and [illegible] of Harry Crowe Buck.

Annamalainagar, S. India [illegible] [illegible]
26th February, [illegible]

ARTICLES

III. ARTICLES

MR. BUCK AND THE YMCA COLLEGE OF PHYSICAL EDUCATION

By N. K. Mia, (For sometime Principal, YMCA College of Physical Education, Saidapet)

The Young Men's Christian Association all the world over have pledged themselves to inculcate in the youth of the nations those Christian virtues that go to make life worth living—mentally, morally and physically, 'I have come that you may have life'.

The cult of the body has been given an equally important place in the programme of activities of the Associations and in that task they have been assisted by men of infinite faith in God, men who never doubted the sayings of the Master, that faith of the size of the mustard seed can do wonders. Harry Crowe Buck was one of such men who had infinite faith in the cause of Physical Education and during his life-time worked hard in season and out of season and gave himself completely for the promotion of this great cause in our country in true Christian spirit.

Physical Education of the modern scientific type as promoted by the YMCA was first introduced in the country by Dr. J. H. Gray, M.D., in the year 1908, and since then several foreign specialists under the aegis of the YMCA have come and served in the country in different capacities, some as Advisers to the different provincial governments and others in the Associations; and their contribution in the field of physical education subsequently paved the way for greater developments.

The World War No. I, brought about a change. The recruitment of foreign specialists to work in our country became increasingly difficult and it was left to Mr. Buck, who had just arrived in India in 1919, to appreciate this change, and it was he who conceived the idea of starting a proper training centre of physical education in this country. A few extracts from his letter to the International Committee of the YMCA in New York, written a year after his arrival in India, will clearly indicate in which direction his mind was working. He found scientific physical education in this country

at a low level and that the general health of the student population was very poor.

This is what he wrote :—

" Some of the reasons why Physical Education and scientifically trained Physical Directors are necessary in India are the following :—

1. Disinclination to Exercises which develop hardihood.
2. Need of training in high ideals of Sportsmanship.
3. Ignorance of sex matters.
4. Child marriage.
5. Lack of attention to sanitation.
6. Improper diet.
7. Widespread use of drugs."

" But in the last analysis if India is to be saved she must save herself, we cannot for ever bear all her burdens. India and Indians are best understood by her own people. This being so it seems only proper that this programme of physical regeneration should be carried on by the sons of India—our attempts at depending upon foreign Physical Directors to do the job here have been futile—the solution lies in training indigenous leadership. However, I do feel that we as a Christian nation in the Christian spirit are called upon to help India to help herself. The fact that Indians can understand and deal with the temperament and customs of their own people so much better than the Westerners can, the trying climate and the constantly changing personnel along with other factors convince me, as I give myself to this work of the necessity of training these men to carry on the work among themselves, among their own people, we need help from America to make this a possibility. America has the money, the man power and the experiences. All these are needed in helping India to help herself and our prayer is that individuals in America may be made to see this opportunity to serve each according to his talents."

Experimental Stage : 1920–1930

The extracts quoted above show how his mind was at work and with that goal in view the first constructive policy of training Indian Physical Directors became a reality in August, 1920. Due to support given to the scheme by the National Council of India

under the leadership of Mr. D. F. McLelland, five young men were selected to take the full training for a period of one year to get themselves equipped for the great task that lay ahead—the vision of a New India with strong and virile men and healthy and happy women. It was a great venture of faith and a great challenge worthy of the best.

During the first two years, the training was conducted in the the Central YMCA, Madras, primarily for the training of Leadership for the Association. Eight men—five during the first year and three during the second year—were trained to take up the work in different Associations in India; but soon there arose a demand from Educational Institutions, Playgrounds, Native States, Missions and other private bodies to train men in this new type of physical work for their institutions. A new field of service for the Association had opened up, and the training was thrown open to all. With larger enrollment, the training facilities in the Central YMCA were found to be most inadequate and unsatisfactory, consequently a new home for the college became an urgent necessity. The training centre was therefore moved to Royapettah YMCA and at one time plans were made to make this five acre site the permanent home of the college. However, Providence destined it otherwise.

The Second Stage: 1930–1944

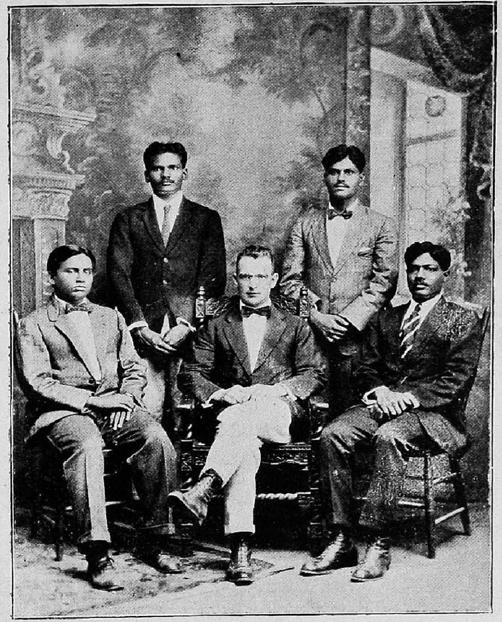
While plans were nearing completion to make the Royapettah YMCA the permanent home of the Institution, there appeared on the scene once again Dr. J. H. Gray. For sometime he had left India and was engaged in helping China to build her physical education programmes on modern lines. His mature experience in the field of Physical Education in Eastern countries was made use of fully; and finally, it was decided that, if the YMCAs of India were to play a leading part in the physical regeneration of her millions and if it was to mean more to the life of the country, sufficient play areas for the centre with the possibility of future expansion for growth must be found elsewhere. Several new sites were explored and finally the Government of Madras was approached to help to solve this growing need of the College. It might be of interest to know that just about this time requests came from two

Native States asking the Association to move the Institution into their States.

The Government of Madras who had been watching sympathetically the growth and progress of this Institution from its small beginning was gracious enough to alienate the present extensive site of 65 acres at Saidapet, thus making it possible for the Association to find a suitable home for the College. With this new development, the Experimental Stage came to the end, and the college marched on to the Second Stage of its journey, full of hopes and possibilities for the future.

With high hopes and expectations the work in the new site began with greater zeal: the living quarters for the staff and students, the Lecture Hall, the Office Room, the Library, the Kitchen and the Dining Hall, all of these were housed in THATCHED HUTS in the Indian style. While these developments were taking place, the college had the good fortune of a visit from Dr. John R. Mott of the International YMCA. Dr. John Mott, to whom the Association in India owes very much, with the vision of a prophet, saw the immense possibilities of service to India through this Institution ; and immediately set his heart to find the required money for providing the growing institution with necessary equipment. In this attempt he was successful and he got the Hon'ble Mr. Vincent Massey of Canada interested in the project. Through Mrs. Massey's generosity, enough money was found to build the main college building "THE MASSEY HALL", the Principal's Quarters and the Students' Mess Hall. This act of faith on the part of the Hon'ble Mr. Vincent Massey worked like magic—several new Donors came forward with their mite and to make the permanent living quarters for the students also an accomplished fact.

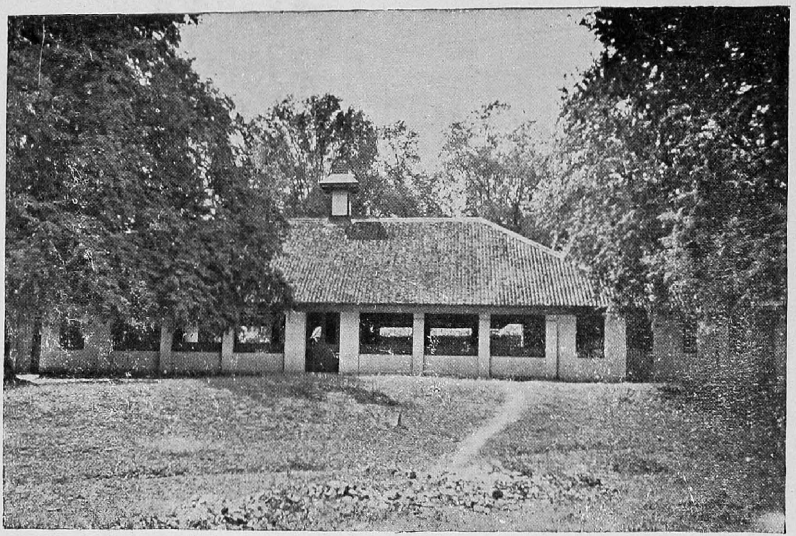
With the material progress, the training of the students improved in quality, and considerable headway was made in the enrollment of students. Students from all over India, Burma and Ceylon, and even from Thailand, Iraq and Egypt, flocked under its roof for inspiration and guidance in ever increasing numbers. At times, no less than fourteen languages were spoken and all the different faiths of India were represented in this college. In spite of all these differences in the languages, religious beliefs, manners and customs, the work continued with greater and greater zeal,



—*From " Vyayam "*

THE CLASS IN THE SECOND YEAR *
SITTING : N. K. Mia, H. C. Buck, Wm. Zaccheus
STANDING : C. D. Ekka, A. G. Mane

*But see line 10 of page 87 !—*Editor*



THE DINING HALL —*From "Vyayam"*

in the belief that through Sports India must be made to feel as ONE and pave the way for International Fellowship and Brotherhood—a goal, for which the Association all the world over is working in the spirit of the Master. The residential nature of this college, the common messing arrangements, the work in the play field and lecture room all help to bring about this desired change in the outlook; where Religions divide, the Sports unite.

During this period attempts were constantly made to increase the facilities of the college for better training so as ultimately to lead to a degree course in Physical Education. It was at this stage the World War No. II broke out and with the influx of fighting men from other parts of the world into our country, there immediately opened up a new field for service—'International and Inter-racial understanding and Fellowship through Sports and Recreation.'

The facilities of this college were thrown open to men of the fighting forces and it was a grand sight to see Americans, Negroes, Indians, Englishmen, all engaged in Sports, moved as citizens of one world—an ideal for the fulfilment of which Mr. Buck devoted his whole life. He worked very hard for this ideal of International Brotherhood and Fellowship, but had to lay down his life in the thick of it, full of honour and glory. This sad event brought the Second Stage to a close.

While it is true that several men and women have contributed to the growth of this college, it should not be forgotten that it was Mr. Buck who was the Master-mind behind the project and it was through his zeal and hard work that the college came into existence and flourished.

Now today to talk of the YMCA College and to leave Mr. Buck out of the picture would be like staging Hamlet without the Prince. In the task of building up this college one should not forget also Mrs. Buck who has worked silently behind the scene all these years and but for whose co-operation and devotion to the cause, the picture could never have been complete. It was left to her to see to it that some of the projects that her husband had in mind were completed and in that she too was most successful. During his life-time Mr. Buck never spared himself; he worked day in and day out, in season and out of season, to propagate the gospel

of physical regeneration of our youth through rational Physical Education and Recreation ; and to a large degree he was successful in his mission. His students are now to be found all over India, Burma and Ceylon doing this most useful work of Physical regeneration in different capacities.

The Pioneering Stage is not yet over and now as the college launches out on the Third Stage of its journey, it will require on the part of his followers the same devotion and vision of the late Mr. Buck to bring about that desired end of fully equipping the college and imparting training, the quality of which would be as good as any found anywhere in the world.

The college can now boast of having the following equipments for more extended training ; and it looks to the future which is full of possibilities :

Athletic Field ...	1	Boxing & Wrestling Arena...	1
Cricket Field ...	1	Open Air Theatre ...	1
Basket ball Courts ...	5	Tennis Courts ...	5
Volley Ball Courts ...,	5	Boat House ...	1
Softball Courts ...	2	Swimming Pool ...	1
Hockey Fields ...	3	Open Air Gymnasium ...	1
Covered Gymnasium ...	1	Indigenous Games Court ...	3
Football Fields ...	3		

While more and more equipment is necessary to gain increased efficiency, what is needed, more than equipment, is unanswering faith in the cause and proper leadership. In final analysis, let it, however, be emphasised that the spiritual value of the training alone will make this Institution great or small. Mr. Buck has left a great legacy. Will the Association in India and abroad take the full advantage of it and use it in the best way possible for the good of our country ?

February 1947. N. K. MIA

MR. BUCK AS ADVISER ON PHYSICAL EDUCATION TO THE GOVERNMENT OF MADRAS

By Dr. G. F. Andrews, M.A., Ph.D. (Columbia)

Physical Education as taught in the schools and colleges under the Government of Madras meant mostly drills and gymnastics till the appointment of the YMCA Physical Director as Adviser on Physical Education to the Government of Madras. Dr. A. G. Noehren, M.D., who wast he first Adviser started a gradual reformation and was able to effect some changes in the programmes by introducing calisthenics, small area games and by the emphasis he gave to indigenous activities in the programme. It was left to Mr. H. C. Buck, however, to develop work thus begun. This he planned to do immediately after he took charge as Adviser on Physical Education to the Government of Madras the year after he was appointed Physical Director to the Madras YMCA.

Within a short time of his taking charge Mr. Buck saw that it would be necessary to pay special attention to the development of qualified leaders who would be well educated and well paid, and capable enough of organising and conducting physical education programmes on sound and scientific lines. To this end he established a School of Physical Education at which intensive training in both theory and practice was to be given. The course was to extend over a period of six months and the minimum educational qualifications needed was at least a pass in the third form. Within a short period the school grew in strength and popularity and it had to be shifted from the Central YMCA to the more spacious grounds of the Royapettah YMCA. With the shifting of the school to Royapettah it was deemed desirable to raise the standard of qualifications needed for admission to the school, and only men with sixth form qualification were accepted for training. However, owing to paucity of applicants a few with lesser qualifications were still admitted. The growing strength of the school and its contribution to the development of physical education in the province came soon to be recognised by the University authorities as well as the Government. Mr. Buck's endeavours to take advantage of that recognition resulted in the grant by the Government of sixty-five acres of land in Saidapet for an up-to-date training centre. The training at

Saidapet began in 1931, and the school was raised to the status of a College, the minimum educational qualification now being School Final while those with higher qualifications were encouraged by progressive developments in the schemes of Physical Training. Three types of leadership were thus evolved, namely, Physical Training Instructors with the Lower Grade Physical Training Certificates, Physical Education Teachers with the Higher Grade Physical Education Certificates and Graduates or L.T.'s with the Diploma in Physical Education. In this the close association of Buck's services as Adviser to Government on Physical Education with his duties as Principal of YMCA College helped to lay the foundation for improved leadership in Physical Education in every part of the country.

As Adviser Mr. Buck took upon himself the responsibility of shaping the policy and the progress of Physical Education in the Province. To him goes the credit of reforming the crazy desire for costly trophies and medals and substituting them with nominal awards like certificates and rolling shields expressive merely as tokens of ability and having no intrinsic material value. He appropriately condemned that craze for costly trophies as the 'pot-winning spirit'. In this way he endeavoured to encourage the real spirit of amateurism, taking a very strong stand in the matter of this clean sportsmanship. That thousands of students in schools and colleges take part in tournaments and sports today without the stimulus of costly trophies is a true indication of Mr. Buck's achievement. Mr. Buck was fully aware that if Physical Education was to be really educative and necessary to the growth and development of citizens, its direction and control should be in the hands of leaders who would be sufficiently well educated and highly trained to withstand temptations of professionalism. It was, therefore, his constant endeavour to improve the status and prospects of teachers of Physical Education, and it was one of his greatest regrets in his last days that all that he had wished for on their account could not be fully realised. He had, however, the satisfaction before his death of successfully recommending to Government the grant of special pay to teachers of Physical Education in secondary and training schools. If his policy regarding pay and prospects is acted upon it will produce tangible benefits not only for teachers but to the very cause of Physical Education.

As Adviser, Mr. Buck laid very great emphasis on the intimate relation between Health Education and Physical Education. To him health and physical fitness were more or less synonymous ; and consequently his circulars and directions expressed his emphasis on the importance of education. Through his efforts public attention was also focussed upon the need for improved health education and of health services in schools.

Another remarkable achievement of Mr. Buck as Adviser was the establishment of co-educational training facilities in physical education at the YMCA College. In this he had the fortunate backing of the late Sir Meverel Statham, then Director of Public Instruction and of Mrs. M. M. Buck, his wife, then Women Specialist in Physical Education. Co-education especially in the field of Physical Education must prove of great value in shaping the future of educational policy in the land, and the foundations laid by Mr. Buck in this respect are likely to influence future developments.

Mr. Buck believed in the value of a definite philosophy through which the programmes could be shaped and their values controlled. Accordingly, he effected a fundamental change in institutions functioning under Government rules. He could not find time to tour intensively, but whenever work permitted it he visited as many educational institutions as he could to ensure that they gave increasing attention to the amenities for the effective physical education of students.

One of his outstanding achievements as Adviser was the inclusion of Health and Physical Education as part of the S.S.L.C., and T.S.L.C., schemes. The students in the Secondary and Training schools would not ordinarily take part in physical activities, and the integration of physical education into their syllabus ensured their general participation in physical activities. This was further controlled and guided by directions that he issued concerning the maintenance of records and registers for the purpose. It was one of Mr. Buck's aims to study the results of the scheme which he initiated so as to gain gradual improvements and to render the scheme increasingly attractive as well as effective. If he had been blessed with a few more years of life he would have achieved greater and more striking success ; but even as it was the Government of Madras readily and promptly acknowledged his services in the Press Note they issued soon after his demise :

"PRESS NOTE NO. 115."

"Fort St. George,
Dated the 30th July, 1943.

"His Excellency desires to place on record his deep appreciation of the work and assistance to Government of the late Mr. H. C. Buck, who was Adviser to Government on Physical Education for over 22 years. During that time, largely owing to Mr. Buck's personal efforts, physical education, in the Madras Presidency has rapidly expanded. As Principal of the YMCA College of Physical Education, Saidapet, Mr. Buck built up an institution which is not only the first of its kind in India but also attracts students from every Province and State in India. During the present war, Mr. Buck's contribution to the war effort and in particular to the welfare of the troops, was outstanding. His Excellency feels that by the untimely death of Mr. Buck, the Province has suffered a great loss and he desires to convey to the family of the late Mr. Buck his sincere sympathy.

G. W. PRIESTLEY,
"*Chief Secretary to Government.*"

MR. BUCK AND THE UNIVERSITY OF MADRAS

By Mr. William McLean, M.A., LL.B., Registrar, University of Madras

I cannot claim to have known Crowe Buck for the length of years and as intimately as can others who have written appreciations in this volume; but I perhaps knew, better than most, his mind on the subject of Physical Education as part of University activities. I met him in 1924, shortly after my arrival in this country, when the work of trying to make Physical Education a real thing in the life of the boy and youth of India was largely in the pioneering stage, and being carried out under conditions which were, in many ways, far from ideal. Of a short stocky build and with his whimsical smile he gave me an impression, on first meeting him, of quiet forcefulness combined with rugged common sense and ability to get on in circumstances of difficulty and opposition. I am sure that even then there was at the back of his mind the determination to do some thing tangible to improve the tone and standard of physical training so far as it touched higher education; but his main task at that time was the raising to the American and European standard the then mediocre standard of what passed for physical education in schools, but which might more properly be described as humdrum sergeant drill instruction of a not too high order, and monotonous to the extreme. Even further from his mind was the plan that later developed for founding a College of Physical Education which might ultimately lead to a Degree in that subject and affiliation to the University of Madras. That vision has not yet materialised but the obstacles that stood in its way are being removed steadily and surely and I feel that the time is not far distant when, with improved standards of living, there will come a demand for improved methods of teaching and training for Physical Training Directors, in Colleges and Institutions throughout the Presidency.

My association therefore with Mr. Buck largely centred round our mutual keenness in the improvement of the standard of University Athletics and Games, and Inter-Collegiate and Inter-University Sports. We approached the problems from different angles but reached invariably many points of agreement and he always showed a willingness to try and understand the more academic point of

view on a subject which he considered largely practical. Nor was he niggardly in the gift of his time and services, which he freely placed at the disposal of the University. Much of the success and enthusiasm engendered in the early years of running Inter-Collegiate Sports were due to his untiring efforts, and the ample resources of the YMCA College of Physical Education which were ungrudgingly given to the University. For many years his figure was never absent from any important sports meet; and for University meets and usually for others he was the Official Starter.

His life was cut off at the moment when it was reaching its height of usefulness, and when he was trying to raise the standard of training at the YMCA College of Physical Education to fit it for recognition as a First Grade College of Madras University. I have no doubt that had he been with us still that wish would have materialised and the YMCA College would have been today playing an important part in the improvement of the physical condition of the students in the many colleges attached to Madras University. But the most important and abiding contribution of Crowe Buck to University Education was his training of Physical Training Directors for Intermediate Colleges of Madras University and the improvement of their status as members equal in every respect to lecturers in other subjects in College teaching. Connected with that was his remodelling of the scheme of Physical Training and its application to the needs of University Education. The scheme still used in Colleges is the Buck Scheme. If Crowe Buck suffered from any weakness it was an over-zeal in the pursuit of any object which he had at heart. Had he been alive today I am certain that he would have realised that one of the most important obstacles to a sound development of a healthy body as well as a healthy mind was the bare existence level at which so many of our students are forced to live; and that until the standard is raised physical education suffers a severe handicap. Yet, with the material that he had to work, he did his best and did it all in the spirit of service to a Land that he loved and had largely adopted as his home.

THE CONTRIBUTION OF MR. H. C. BUCK TO THE DEVELOPMENT OF PHYSICAL EDUCATION IN THE ANDHRA UNIVERSITY *

Ever since the foundation of the Andhra University the Syndicate of the University had been keenly conscious of the need for developing a sound programme of physical education in the University Colleges. Following the lead given by the Madras University it was necessary to call in experts to advise the University in this matter. The services of Mr. Buck in the cause of physical education during the previous decade were well known and it was considered that no one else could so eminently advise the University as Mr. Buck. So, in 1931, he was requested by the University to tour Constituent and Affiliated Colleges of the Andhra University and to make due recommendations for the introduction and development of physical education programmes on sound and scientific lines.

Mr. Buck visited all the twelve colleges which were then affiliated to the University and made a thorough survey in consultation with Principals, Assistant Principals, Games Superintendents, Physical Training Instructors, Staff members and others interested in university education. His conclusions and recommendations were the result of his careful examination of the existing facilities, conditions, problems, needs, activities, possibilities and attitudes in the colleges affiliated to the Andhra University ; and they were published after careful thought in a report which forms a very interesting study. In his report, Mr. Buck gave an interpretation of Physical Education ; and on that basis, he made very exhaustive recommendations. He emphasised that qualified leadership in every college was the first essential. On this recommendation, the University decided that every college should have on its staff qualified physical education personnel. Thereupon, all colleges appointed trained men; some chose physical directors, while others were at that time satisfied with persons having lower qualifications. The impetus given to physical education by Mr. Buck's Report is unquestionable ; and his recommendations have enabled the University to give increasing emphasis to this aspect of education.

* [By the Editor : From material given by Dr. G. F. Andrews.]

Today, the Andhra University maintains a University Physical Director for its Constituent Colleges; and physical directors are being gradually appointed on the staff of colleges where these men were not previously employed.

With the appointment of trained leaders, physical education activities have also been slowly developed in the colleges of the Andhra University ; and the University itself conducts Tournaments for its affiliated institutions, besides taking part in Inter-University Tournaments and Sports. These developments could be directly attributed to the efforts of Mr. Buck who not only advised the University in general matters pertaining to physical education but in particular recommended the appointment of physical directors in colleges to lead physical activities and organise them efficiently. It need hardly be said that the training of these physical directors was given at the YMCA College of Physical Education, Saidapet, of which he was the Principal till his untimely demise.

It was the good fortune of the Andhra University to have had the advantage of Mr. Buck's inspiring and expert guidance in instituting scientific physical education in their University area. His death has created a void which is hard to fill ; but he has left an indelible mark on the University's progress by the Report which he published with so much care and thoroughness. If that valuable Report is implemented in full, the good that will surely follow, will not only enrich the University and the people of the Andhra Province, but remain as a standing monument of Mr. Buck's understanding of education and his powers of organisation.

BUCK AND THE OLYMPICS

By C. C. Abraham,* B.A., M.P.E., Director of Health Education, YMCA College of Physical Education, Saidapet, Madras

The Olympic Movement in India was started by the Young Men's Christian Association in 1924. The late Dr. A. G. Noehren, the then National Physical Director for the YMCAs in India and the late H. C. Buck, Principal of the National YMCA Training School, Madras, pioneered the establishment in India of the All-India Olympic Association. In the person of Sir Dorabje Tata, they found a friend and ally in the cause of the Olympic Movement. Writing in the *Young Men of India*, the journal published by the National Council of the YMCAs in India, dated March 1924, Dr. A. G. Noehren, the first Secretary of the All-India Olympic Committee, in an article on the First Olympic Games held at Delhi, stated as follows :

"The All-India Athletic Carnival, the greatest and most representative gathering of its kind ever to be held in India, was recently celebrated at Delhi. The finest feature of the Delhi meet was the splendid spirit of sportsmanship displayed by the competitors. Seventy athletes, representing practically every province and state in the (Indian) Empire, comprising Hindus, Muslims, Anglo-Indians and Singhalese, ate their food around the same table and mingled intimately in the cramped and uncomfortable quarters provided."

The year 1924 was a memorable year for the Olympic Movement in India. Not only the first All-India Olympic Committee was formed and the first All-India Olympic Games held, but the first Indian Olympic team made its appearance in the World Olympic Games held at Paris. Dalip Singh, Lakshmanan, Hinge, Hall, Pala Singh, Pitt, Heathcote and Venkatramaswamy formed the Indian team. They were selected at the Delhi meet. Readers would be interested to know that the late H. C. Buck was the starter for the first All-India meet at Delhi, which honour he discharged with great credit in all the subsequent All-India and other important

* Mr. C. C. Abraham is taking charge as Principal of the YMCA College of Physical Education, Saidapet, from April, 1949.—Ed.

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track meets in India till his death. He was also the coach for the first Indian Olympic team. The Indian team was outclassed in their events by superior athletes from other countries but a beginning was made for India to participate in the International Olympic Games. India has been sending her Track and Field Team regularly for the World Olympic Games ever since; to Amsterdam, 1928, Los Angeles, 1932, and Berlin, 1936. The Indian Track and Field Teams met with the same fate in these Olympic Games as at first, but India won the world Hockey Championship for the first time in 1928 and retained it in 1932 and 1936 (and in 1948 also—Ed.). Participation in the World Olympics has brought honour to India in being the World Champions in at least one major game. India can and must do better in the Track and Field competitions in the World Olympics.

Noehren and Buck laboured incessantly for the promotion of the Olympic Movement in India. Travelling from one end of the country to the other, they helped many provinces and states to organise Provincial and Stage Olympic Associations. With the departure of Noehren from India in 1920 most of this responsibility was shouldered by Buck. The Madras Provincial Olympic Association was formed in 1924 and Buck was its Secretary from 1924 till his death.

The first Indo-Ceylon Track and Field Meet was organised in 1940. The Indian team for Ceylon consisted of 23 picked athletes. Buck accompanied the Indian team as coach. As coach he was able to instill into the minds of the Indian team and the Ceylonese the value of training and discipline. India won the meet by a narrow margin. The Indo-Ceylon meet has now become a bi-annual affair and is conducted at the conclusion of the All-India Olympic Games.

Buck's Contribution as one of the founders of the Olympic Movement in India will always be remembered. In training athletes and in organising and conducting track and field sports, Buck was a genius. Preparation in advance, thoroughness in attending to minute details, punctuality, getting through the programme in clock-work fashion, co-ordination of duties of various officials, setting up high standards both for participants and officials, are some of the traditions he has left behind.

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THE INDIAN TEAM TO CEYLON, 1940–41

—*From "Vyayam"*

THE HOCKEY TEAM : 1930–40 —*From "Vyayam"*

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As a starter he was supreme. He won the acclamation as the best starter in India and he always was the outstanding official at many All-India Olympic and other important sports meets. He set a very high standard for this important office. He believed in fair play; and in starting races he would see that no athlete gained any unfair advantage over his opponents. "Stealing my gun is stealing money" are words which still ring in the ears of many an athlete on his starting line. Buck starting a race meant that every runner had an even chance of getting off the starting line.

As a coach, he was undoubtedly a great expert. He helped many promising athletes to achieve very high standards. In training athletes he set very rigid rules. Better performance was not his only concern. He was vitally interested in the lives of the athletes. For many athletes he was a great influence for all that is clean and noble not only in sports but in life. Buck had infinite faith in the deeper and nobler values of competition.

As a man he was inspired by the great Olympic ideals. He lived up to these ideals and also fought for these ideals without thinking of the cost till victory was won. In his death India has lost a true friend. In International Olympics India has not made any impression yet. Much remains to be done if India is to win even a place in a track and field event in a competition of this nature. But Buck has given India a good start. He laid the foundations of the Olympics in India and for 25 years laboured for its progress. It is now left to the people of India to build the superstructure. In building the superstructure, let us apply ourselves to the task with the same zeal, enthusiasm and courage of the late Buck. We can then hope to see the day when India will take a respectable place in the International Olympic Competitions.

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MR. BUCK AND THE RECREATION MOVEMENT IN INDIA

By O. Mohanasundaram, B.A.

I consider it a very rare privilege indeed to have been asked by the 'Buck Commemoration Volume' Committee to record my humble tributes to the memory of late Principal H. C. Buck, for his contribution to the Recreation Movement in India.

Mr. Buck had been the Founder-Principal of the pioneering training institution, the Madras YMCA College of Physical Education, for about a quarter of a century. No doubt, his name had become synonymous with the physical regeneration movement throughout the length and breadth of our country. When our country comes to its own, and its modern history written, his services will be recorded in letters of gold. It will then be recognised that his work was nation-building work of the first magnitude.

Mr. Buck was never spectacular but was intensely sincere. He believed in demonstrating the worth of physical education by his personal hard work at his centre of training and producing leaders of grit, worth and faith. He had immense patience to wait and succeed slowly. The way the YMCA College had progressed, from stage to stage, to its present stature, is a distinct tribute to the conviction and confidence of the man who had been at the helm of affairs of the institution. Mr. Buck very rarely used his impressive personality in influencing people in power and position, to gain something in a speedy way, for physical education, but he always relied on his stolid work speaking on his behalf and succeeding in an abiding way. This, many times, amazed and bewildered his very close associates. He had the robust optimism and unshakable faith of a pioneer. His advice was often sought and freely given to the States, Governments and Universities in all matters pertaining to Recreation, Health and Physical Education. He felt gratified at the increasing recognition given to the cause he espoused. His students came for training from far and near of the country and even from Ceylon, Burma, Malaya, Thailand and Siam. And when they went, they initiated schemes of recreation and physical education in the Buck way and acted as

ambassadors and crusaders to build and spread the message of abundant health. It is gratifying to record that some of his foremost students have already became pioneers of Physical Education in the many Provinces, States and a few specialised fields of service in the country.

RECREATION LEADERSHIP

Though most of the students of Mr. Buck and the YMCA college took up careers of service in School and College Physical Education, yet a good number also went into the various other avenues of service, the network of YMCA Centres throughout India, Burma and Ceylon, Municipal Playgrounds and other agencies, Welfare Organisations, Settlement Homes, etc. The same ideals, aims and objectives of Health and Physical Education guided and inspired the Recreation Movements as well—the Urban Public Recreation, the Industrial Recreation, the Rural Recreation, Recreation through Clubs, Associations and other sporting agencies, Camping, work amongst the underprivileged people, delinquent children, etc. Though each of these fields present praticular problems and need different approach, yet the goal remains the same, *viz., a sweeping betterment of the human race in body, mind and spirit and for the abundant and richest kind of living*. It was often his last sojourn to his country, Mr. Buck declared that the latest trend of the recreation movement in U.S.A., was that *the Play-Centres have become Community Centres, to render increasing service in many spheres of human activity*. On the fringe of physical activities, games and sports, many forms of community services are tacked on, so that the centres cater to the intellectual, social, aesthetic and artistic needs of the communities as well.

THE PLAYGROUND MOVEMENT IN MADRAS

Undoubtedly, Mr. Buck's unseen hands were behind the development of the Playground Movement in Madras from its very inception. Though there arose a good number of organised playgrounds in the various parts of the city, under the supervision of trained instructors, Mr. Buck was anxious that the leadership should be guided by a central supervisory staff, so that a city-wide plan of effective co-ordinated public recreation was planned and executed. He had been " drumming up" the authorities, to use his own words,

in his slow, inimitable way, but his desire has not yet come to be fulfilled.

THE FORE-SHORE SCHEME

Mr. Buck had the vision of a pioneer and he dreamed of great many things for the urban recreational development. It was he who conceived the idea that the sand accretions in the foreshore of Madras can be ideally converted into the Playing Fields for Public Recreation, as well as for the many institutions that are starved of open spaces and playgrounds. He rightly felt that it would not only beautify the shore but would increase its utility value many fold. His idea was given shape and form by that planning genius, the late Mr. Reginald Dann, the Town Planning Expert of the Government of Madras. It is a thousand pities that the detailed plan that was drawn up after laborious efforts of these experts, was shelved in the archives of the Secretariat. Our leaders really showed lack of vision and foresight and our Government was just luke-warm and had never shown any drive or sincerity of purpose.* In the coming years, however, it is hoped that the dreams of late Mr. Buck will come true and the foreshore will blossom into one of the most beautiful spots of the country, with Parks and Playgrounds, Tracks and Swimming Pools, Stadium, and Gymnasia ; become the venue of great carnivals and national festivities and buzz with life and activity, instead of being merely in idlers' paradise !

THE BOMBAY YMCA PLAYGROUNDS

It was due to the initiative and efforts of Messrs. Bryant, Noehren and Webber, the YMCA at Bombay, who drew inspiration from Mr. Buck of the National YMCA College, that the Playground Movement was initiated as a joint venture of the Bombay Municipality and the Bombay YMCA in the year 1923. Mr. Buck's students were invited to man the Playgrounds and demonstrate how the playground leadership can become the 'friend, guide and philosopher' of the under-privileged people and serve through multifarious activities, in addition to the games, sports and free play. These playgrounds, for their facilities and leadership, have become models for the rest of the country to copy.

* This was written in 1946 ; and the criticism made *en masse* is evidently of the British administration that is now a thing of the past.—Ed.

RECREATION IN LABOUR WELFARE

It was the Prohibition Movement ushered in by the Congress Government at Bombay that gave a fillip to the Playground Movement in Bombay. As a counter-attraction to the drink-evil, they began to establish a network of labour welfare centres to which organised playgrounds were important appendages. Besides the outdoor games and sports, abundant facilities were created for Indoor Recreation, Gymnastics, Wrestling, Cinema, Drama, Literarary, Artistic and Cultural pursuits. It is a matter of pride to mention that it was given to an 'Old Boy' of Mr. Buck to initiate the scheme of labour welfare.*

Besides this Government venture to brighten up the lives of workers through a comprehensive scheme of recreation, some of the big industrial concerns have begun to see the value of organised recreation and have recognised it as an essential part of labour welfare to build up health, happiness, efficiency and character in the working class. The future is brighter still. With legislations restricting the hours of work and increasing the hours of leisure and providing holidays with pay, the challenge of the recreation movement will have to be accepted, if the State legislations are meant to recoup the health of the workers and send them back to work refreshed and more fit.

RURAL RECREATION SCHEME

Mr. Buck was not slow to recognise that the rural India existed in the rural parts. When Prohibition movement was initiated in the Madras Province, Mr. Buck deputed one of his able colleagues and a few trainees, during the summer vacation, to demonstrate the value of recreation as a counter-attraction to the drink-evil, in one of the 'dry' areas. The experiment proved a tremendous success. A scheme of Rural Recreation was drawn up and launched under the aegis of the Government. Even when the Prohibition movement had been torpedoed, it is satisfying to note that the rural recreation scheme had come to stay. At present, it is sponsored under the direct control of the Collectors in the several districts of the Madras Province. Though there are several problems and drawbacks in the scheme, it is creditable indeed that a start had

* The reference appears to be to himself, the author of this article.—Ed.

been made to put in more joy and merriment into the dreary lives of the dwindling rural India.

PERSONAL REMINISCENCES

Mr. Buck always remained a true friend, a sure guide and an abiding philosopher to his 'Chelas'. But he always called a spade a spade in spite of the fact that he was hard pressed with multifarious activities, and took on more professional load than he can bear for his age, he always found time to write a few lines of encouragement or to say a few words of good cheer to his 'Old Boys'. He was never "too busy" when approached by his students with various problems. He listened with patience, sympathetically and understandingly; and lifted off our shoulders the burden of worries and sent us back light-hearted and optimistic. He always reminded us that our profession is "not a bed of roses but full of thorns." He inspired us to conquer the obstacles, hindrances, with fact, tact, patience and perseverance. "It took me 25 years to do the spade-work for physical education and I am just beginning to feel that I am succeeding." These words of humility of Mr. Buck are enough to cheer up any of us who feel impatient with the slow progress of the profession.

For sheer selfless and unostentatious service, for abundant vision and outlook on life, for international goodwill and understanding,—America could never have sent a better ambassador to India than Mr. Buck. May his soul rest in peace! May the others imbibe his spirit!

MR. H. C. BUCK AND THE MADRAS PROVINCIAL PHYSICAL EDUCATION ASSOCIATION

By Mr. L. K. Govindarajulu, B.A., B.L., Director of Physical Education, Annamalai University

In May, 1932, I was among the fortunate few to participate in the organisation by Mr. P. S. Easwaramurthy Pillai, B.A., L.T., at Madura, of the Madras Provincial Physical Education Association, and to be present at the happy inauguration of the Association by Mr. H. C. Buck. It was a great occasion and Mr. Pillai had the strong support and generous patronage of Mr. G. F. Foulkes, for long one of our patrons and at that time President of the Madura District Board, and of Mr. Buck, who was then holidaying at Kodaikanal, had been prevailed upon to agree to preside over the Conference and to inaugurate the Provincial Association.

With his usual enthusiasm and unfailing good sense, and apparently with considerable public interest, Mr. Buck ushered this new child of uncertain fortune into existence. In the drafting of the Constitution and especially in the framing of the objectives of the Association, Mr. Buck played a conspicuous part.

On the day of the inauguration, we celebrated the occasion with a dinner I had arranged at one of the local hotels. Mr. Buck was our chief guest, little knowing that a few days later he was to fall seriously ill with liver fluke at Kodaikanal. It was God in His infinite mercy that saved Mr. Buck in that crisis.

In the early years of the life of this new child—the M.P.P.E.A., —Mr. Buck could show no more than a fond mother's interest in her darling but helpless child. A good governess was needed; and it was at the Salem Conference that the M.P.P.E.A. gained new strength from that stalwart worker whom we know as Dr. G. F. Andrews. Mr. Buck was re-elected President, and he continued to direct the affairs of the Association with patience and unabated interest. Till the year 1938, when Mr. N. R. Krishnamma succeeded Mr. Buck, Mr. Buck cheerfully bore the burden as President, inspiring the work of the Association and guiding the work of the Honorary Secretary and the Executive Committee as a philosopher and friend. In July, 1937, he agreed to be President of two Sub-

Committees of the Association, one for the investigation of the Salary Scales of Physical Training Instructors and the other for the framing of a Syllabus on Health Education and Hygiene. Even when he ceased to be President of the Association, he decided magnanimously to continue to serve on the two Sub-Committees as a co-opted member. By virtue of his learning, experience and official position, he was able to render the most valuable assistance to these committees in their work.

Another Sub-Committee of which Mr. Buck was Chairman, was the one formed to draft a syllabus of Scientific Physical Education suitable for Elementary, Secondary and Training Schools.

To the last day of his life, which was most unfortunately cut short by a very unexpected illness and in the very prime of his life and at the height of his glory, Mr. Buck's was a name to conjure with in the field of Physical Education. He liked to be on top wherever he was, and he sought positions of responsibility by which he could foster the cause so dear to him—his very life task; and often looked as though he felt offended when his co-workers omitted his name from some committee or organisation merely with a view to spare him trouble and inconvenience. Like a young lover, he was always jealous of zestful co-workers replacing him! And that was a fault which led him, not infrequently, to misjudge his friends and either under-estimate their capacity or undervalue their work. But whether critical or not of the capacity of co-workers, his zealous interest in the Association never flagged, wherever and by whom-so-ever its work was being done. To all conferences of Physical Education organised by the Association, he sent valuable exhibits every year. In October, 1937, he delivered an inspiring public lecture on the Role of the Teacher in Physical Education at the Meston Training College—the first of a series of Talks organised by the M.P.P.E.A. Often he gave donations for Conferences of the Association; and he even met the expenses of the Hon. Secretary for attending at Calcutta the Physical Education and Sports Convention sponsored by the Yuvarajah of Pithapuram.

One of the most valuable tasks he did for the M.P.P.E.A., was to help in the drafting of the Association's "Memoranda on Physical Education in the Re-organised Scheme of Secondary Education;" and it was sent in March 1937 to all Teachers Guilds, Teachers Associations, the Director of Public Instruction and others

interested. The second was in November of the same year on "Citizenship through Play and Recreation" submitted to Dr. P. Subbaroyan, Minister for Education, the Premier of the Province and the Director of Public Instruction. The third was a general "Memorandum on Physical Education, Play and Recreation"; and it was submitted to the Madras Government in November, 1938. It will be seen that both as a means of education and as a measure of sound recreation and training for all people in citizenship Mr. Buck's interest in physical education was always generous and unfailing.

Among the pioneers of a great and growing movement, the memory of Mr. Buck and his work must remain green in the history of modern physical education in India as long as the work of Westerners who have come to serve in this land is remembered. Mr. Buck was a true child of the American democracy, and the work he did in Madras was work calculated to reach not only the individual as a total man but all the people of this country as a unified nation. Among the diverse men who were annually assembled first at Royapettah and later at Saidapet, provincial and parochial differences had rapidly to sink under the iron discipline and wise leadership of Mr. Buck, the democrat. His was a vision which first saw India as a dependent land of suffering and privation in need of succour; but then discovered it speedily moving on to an era of great Freedom, Health, Wealth and Prosperity. May that great Soul rest in Peace and remain an everlasting source of inspiration to the people of this vast land in their march towards Progress and Solidarity. The new edifice of free and strong peoples that our leaders are endeavouring to build in this ancient country will surely have a prominent niche for this truly human but noble Spirit from the far-off States, Mr. H. C. Buck.

MR. H. C. BUCK: SOME RECOLLECTIONS

(**P. M. Joseph, B.A., M.P.E., (Springfield), Principal, Training Institute of Physical Education, Kandivali, Bombay**)

I saw Mr. H. C. Buck for the first time in 1927. I was then a resident of the hostel in the Madras Central YMCA. One morning, looking down into the Quadrangle, I saw a group of men under a *Sahib* working on the parallel bars. A few enthusiasts, around a set of parallel bars, in a YMCA, would not have ordinarily drawn my attention. But the presence of the *Sahib* did. The way he performed each exercise for the others to do after him, struck me because of the grace, precision and finish. I asked some one who it was and what was happening, and was told that it was Mr. H. C. Buck, and the men were students of the P. T. School which Mr. Buck had at Royapettah. At that time I never thought that I would come across him again, except perhaps to watch another of his gymnastic classes.

It was Mr. G. F. McLelland, the then General Secretary at the Madras YMCA, who introduced me to Mr. Buck. 'Mac' somehow or other had developed a liking for me. Perhaps he was impressed by the regularity with which I was in the Y Gym, and on the basket-ball court, and thought that I should know Mr. Buck. 'Mac' told me about Buck and Royapettah, and hinted at my joining the new school. He arranged an interview which took place in the Committee Room of the YMCA. I came out very much impressed by the man, but still unconvinced about Physical Education as a career or a field of service. As usual with him Mr. Buck not only pointed out the opportunities one had, but also the possible disappointments.

I joined Royapettah in 1928, July. My association with him, as a student, was close, and my recollections are many. The most outstanding one that still persists is one of fear we had for him. He would scold us if we failed to turn in assignments, make us run round the track for reporting late, (6-31 A.M. was late if class was to begin at 6-30 A.M.) and would shout impatiently for the least bit of hesitation on the Gymnastic apparatus. We learnt, that we could avoid his wrath if we did our work, and showed a degree of desperate dash. There was no peace for the shirker. He was a hard task-master. Hard work and profuse perspiration drew

forth from him a look of satisfaction and a glint of happiness. When I left Royapettah I knew though nobody told me—that I had put in a year of good work, the hard task master was pleased, and I had won his confidence.

I met him again in 1930 at New York. On arrival in the U.S.A., for higher studies in Physical Education, I was met by a representative of the YMCA, and taken to 347, Madison Avenue, the Head Quarters of the YMCA, there. Being my first visit to the West, I was a little scared. Perhaps seeing my discomfiture, one of the Secretaries (who, I later learnt, was Mr. F. V. Slack) talked to me cordially and kindly. I did not feel particularly at ease during this conversation. Then he mentioned Mr. Buck's name and that sharpened my ears. I asked him whether he knew Mr. Buck and his whereabouts. Mr. Slack told me that Mr. Buck was in New York and was just then coming over to take me to his home. I felt greatly relieved when I heard this, even though deep down in my mind I had a sense of apprehension to be in the company of the old Principal of Royapettah. In a few minutes Mr. Buck came into the room, with a beaming smile of welcome and shook my hand heartily with his huge palm. As a host he seemed so different from the Principal I knew, and I began to feel at ease. He said, "Let us go, have you any luggage?" I had two boxes with me. He immediately picked up one and, to my embarrassment, started off with it. Fancy your Principal carrying your box. But then that was Buck.

If space permitted I would have written at length about the many contacts I had with him while in the States. I shall just mention about three very happy days I spent with Mr. and Mrs. Buck in their flat on Riverside Drive. Mr. and Mrs. Buck were attending Columbia University and they invited me to spend my Thanksgiving Holidays of 1930 with them. They did everything possible to make me comfortable and happy. We went to the Riverside Church, the Madison Square Garden, Empire State Buildings, and so many other places. Together we did marketing, cooking, serving, and dish washing. There was such fine hospitality and friendship. In the evenings, or whenever we had some free time, we used to talk about Physical Education in India, how much there was to be done, and how to tackle things. Mr. Buck gave first emphasis to leadership training. Listening to him I began to

cherish the idea of being connected with training of leaders and wondered inwardly whether I would get a chance to work with Mr. Buck.

In 1932, I returned to India. On the very day on which I landed in Bombay, I learnt that Mr. Buck was very seriously ill and was in a hospital at Kodaikanal. I knew that the College was, that year, shifting from Royapettah and the new session was to start on the site at Saidapet. Mr. Buck's illness, I was sure, would upset plans at Saidapet. I volunteered to be of help in any way I could be of use and reported at Saidapet to Mia and 'C.C.' (C. C. Abraham), Mr. Buck's lieutenants. They were glad to have me and together we launched the session on the new site. Dr. J. H. Gray also had come all the way from America to be of help in case something happened. Mr. Buck recovered and gradually took over the reins of management. He found me useful and, in spite of the heavy financial burden, he decided to continue me on the staff.

I worked for seven years with Mr. Buck. We four—Mr. Buck, Mia, C.C. and myself, worked unceasingly developing playgrounds out of paddy fields, and hostels out of cocoanut leaves and bamboos. Mrs. Buck too was then very busy improving the compound, planting trees, removing white weeds and consolidating the boundaries of the site. Those were days when faith moved mountains. There was a very little money, but we got the impossible done. Mr. Buck's unexcelled leadership and example inspired us, his lieutenants, to put everything we had into the job.

To me they were fruitful years of rich experience and happy comradeship. I could write pages after pages if I record my recollections of those years. I learnt to love and respect that man who had consecrated his life for the youth of this country. The success he achieved, and the contributions he made were not so much through his brilliance as through his tenacity. He would never count out anything as impossible of achievement. He once started building a swimming pool with a sum of Rs. 50 he received as a donation from an old student. The money was soon exhausted and yet you would see him removing a stone here, and pushing aside a pile of earth there. His argument was " well, this is a better way to have the swimming pool, than to just sit still." The way he used to watch the construction of Massey Hall standing at the elbows

of masons would make you think that he was counting the bricks which were being laid, and how in each new brick that was laid he saw Massey Hall a little more complete. He did not dissipate his energies on too many things. He would concentrate on one or two jobs, and then plug away at them unceasingly. The YMCA College is the outcome of Buck's tenacity and perseverance.

I left Saidapet in 1938 to accept the post of Principalship of the new Institute of Physical Education started by the Bombay Government. This decision was arrived at, and arrangements made, when Mr. and Mrs. Buck were away home on furlough and Dr. Elmer Berry was in charge of the College. It took a lot of thinking and searching for me to make up my mind. Dr. Berry encouraged me saying that my going to Bombay would be an extension of the work and the influence of the YMCA College. I still remember the look on Mr. Buck's face when, on his return, somebody told him that I was to leave the College. He came to me, shook my hands, looked into my eyes with a sense of deep loss, (I thought so) and asked me: " Why do you want to leave us, Joe? " I explained, later Dr. Berry explained, and he finally agreed, even though with great reluctance. I little realised how much he cared for me, and relied on me and wanted me with him till this decision of mine to leave the place was made. Neither did I realise till then the deep devotion and attachment I had gradually developed towards Mr. Buck.

Since leaving Saidapet it has been an annual custom for me to visit Saidapet, spend a few days at the College, and as much time as possible out of those days with Mr. Buck. We used to compare notes, and his suggestions and advice were of such great help to me.

In 1940 Mr. Buck visited me at Bombay. That day was a great day for me. He spent the day with me, went round the Institute, and I could see that he was not disappointed or sorry, I came away to Bombay. In 1941, with a group of my students, I paid a visit to Saidapet. It was real home-coming for me. We had a grand time, everybody making us happy and enjoyable. Mr. Buck excelled everybody else in hospitality. To me and Mrs. Joseph one of our happiest recollections is the three days we spent with Mr. and Mrs. Buck in their home.

The news of his death came as a great shock to me. He went away at a time when great political and social changes were impending in India, and plans for development and educational advance were being made. His guidance and counselling were so much wanted. The profession wanted him. But he was gone. Maybe he worked himself to death. He used to say " Honest work won't hurt you, Joe." But he did honest work, good work, and I wonder whether he did not hurt himself. I had occasionally serious but honest differences of opinion with Mr. Buck. These we would discuss and argue, sometimes he would see my point of view and sometimes I appreciated his, yet, sometimes, we would part, as he used to say, " agreeing to disagree ". But in our work he and his colleagues showed a team spirit which was a credit to the team and a real tribute to his leadership.

I recollect Mr. Buck in many things and in many ways. The total picture of the man that comes before me if some one says " Buck " is a short statured man, stepping out firmly, throwing his head to his side with a jerk and a broad smile, and who worked and sweated at his table and on the track and made those around him work and sweat. May his soul rest in peace. May his memory be an inspiration to all.

MR. BUCK AND WOMEN'S PHYSICAL EDUCATION

By Mrs. A. K. Singh

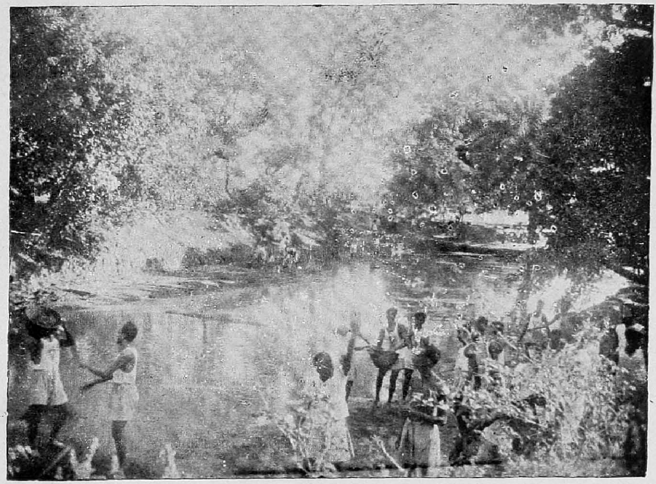
Mr. Buck's life was a dedication of service to one cause, the promoting of Physical Education in India—and we women would have achieved very little in that line if it was not for him. He laboured, and laboured hard against all prejudices and obstacles and through his untiring efforts he was able to establish the YMCA College of Physical Education where men and women from all parts of India are trained for this noble profession. The College stands as a living memorial of his work, his love and service and the women of Madras are ever proud of him for they know how much he loved India and how willingly he sacrificed all, even his life for the people of India.

Mr. Buck came out India in 1920 when people were not even conscious of the value of Physical Education. They only knew the term 'Drill Master,' and 'Drill' was included in schools somewhere last among all subjects in the time table. He knew and realised that his task was by no means easy, but nevertheless "he put his hand to the plough" and vowed that he would never turn back till his goal was achieved. Slowly and surely he plodded along against all difficulties starting a course with a handful of five men and though numbers who came for training were very few and varied from three, four, twelve, still he stuck to his post and did his duty. These trained men he sent out to spread the aims of scientific Physical Education in different schools and colleges in all parts of India. Thus gradually the Colleges and Schools became conscious at last of Physical Education. Inter-School Sports, Inter-Collegiate Sports brought together every individual and they took a pride in performing and displaying the true spirit of sportsmanship and all the higher values of Physical Education. This was good, and a matter for real rejoicing for the men and boys—but what about their sisters? Alas! it is sad but true to say that they were in the "land of darkness and yet, who would believe that a regular course was being conducted at the Lady Willingdon Training College since 1921. I fear very few women were trained and Schools did not have the privilege of having even these trained teachers. So late as in 1935, when Mrs. Buck accepted the post of Woman Specialist to the Government of Madras, very few were

aware of what type of training was given. Besides, the training was not conducted every year. One year was spent in inspection tours throughout the Presidency and the other year in training students. Thus the course was biennial. This did not provide sufficient trained teachers to cater to the needs of the hundreds of school girls and it must have been most difficult for one teacher to deal with all the aspects of Physical Education. One never heard of any other lecturers or assistants to the Woman Specialist. Because of these and other difficulties, in 1940, the Women's Physical Education Course was transferred from Lady Willingdon to the YMCA College, and I am sure Mr. Buck used his influence in this matter, and it was well that such a step was taken. From that year onwards the standard of training improved. For Mrs. Buck dealt with the practical side and Mr. Buck with his efficient staff dealt with the theory. The number increased from a mere handful to thirty. Heads of schools realised what the YMCA College had taken up and they deputed women for training, and women from all parts of India became interested. To sum up, Women's Physical Education took a striking step forward. Another notable achievement in 1941 was the construction of the Women's Quadrangle on the College Compound. Just six weeks before the course was due to open, it was found that the rented house across the road would not be available. So, Buck went to Ooty, and got a special grant sanctioned by the Government for the construction of hostels for women.

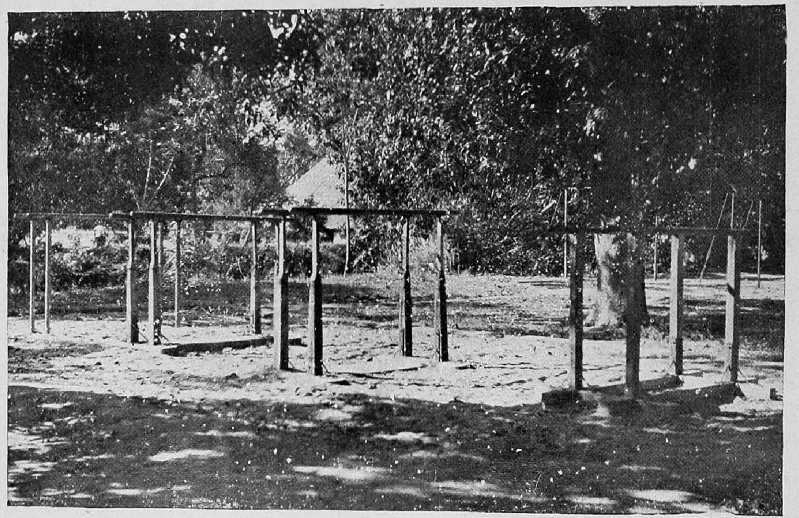
Even before the course of Physical Education was transferred to the YMCA College, Mr. Buck showed a keen interest in women's activities. Year after year, I remember him well as Starter for the E.S.A.A. Sports which were usually held on the Doveton-Corrie grounds. Just before starting, he would always tell us in his emphatic way how to start and give us hints as to how to run the race. But always he was fair and just and no one dared to take a foul start.

In 1936, he organised the First Olympic Sports for Women. He was Director of the Sports, Starter, Judge—in fact, he did everything. No men were allowed, neither were there any visitors, but still the sports went on. Though the number of competitors from the Schools and Colleges were few and though the standard of the meet was not high, still it was something to be proud of, for



—*From " Vyayam "*

Students and Staff at work on the Swimming Pool :
Now partly the BOXING ARENA !



—*From " Vyayam "*

THE OPEN-AIR GYMNASIUM
Nestling under a few friendly, umbriferous rain-trees

at last a beginning had been made and women were becoming conscious of the importance of Physical Education and a real effort was being taken to promote it. In 1937, he improved on the selection of events and included several events suitable for women. As many as 61 competitor's took part representing the women's colleges and schools. This was a great improvement on the first year. There was no doubt that Women's Olympic Games had come to stay. It was left to others to carry on the good work which he had begun.

Those of us who have been his students really have much to be proud of, for to us, he was not only a teacher but a friend, strict disciplinarian and at the same time kind and gentle. He taught us the dignity of work. He was a living example to us. With his own hands he would teach us how to mark the track and once he showed us his hands and told us that with them he worked and made himself the man he was. He taught us our profession and showed us by his example that it was one where much work was to be done. So from him we learnt that unless we worked hard, we would achieve very little. He taught us to dedicate our lives unreservedly to serve for and with the girls who were going to be the women of the New Order. In spite of many obstacles, in spite of poor salary scales, in spite of poor status given to Physical Education, he showed us that we had greater opportunities for influencing lives than most other people, and that we should cherish this opportunity and not be afraid of this great responsibility. No one can deny that his women students have done what little work they could with the same spirit, and that they have been successful to some extent wherever they have endeavoured to do so.

In the life of every person and institution there may always be found one or two persons who, above all others, have been a solid rock of friendship, courage and advice in times of need. In the life of the YMCA College, Mr. Buck was such a friend. When that friend's life comes to an early close, and the entire span of a noble career lies before one, gratitude is joined with thanksgiving for the privilege of knowing such a man.

MR. BUCK AND BOXING IN MADRAS

By C. V. Nagaraja Sastri, M.A.(Edin.), M.A. (Oxon.),
Barrister-at-Law,
Boxing Blue—Edinburgh and Oxford

(This interesting article of Mr. Sastri is given as received but for a few omissions not bearing directly upon the progress of Boxing in Madras—Editor).

Some personalities transcend any particular achievement and some are even greater than their deeds which give inspiration. Crowe Buck belongs to this class. Born an American, he can truly be claimed by the youth of all nations. Though his voice is silent, his work remains—everything he did was with great devotion, with a supreme sense of service, that long will his fruits live after him. In this brief account it is only imperfectly and superficially possible to survey his influence on sport—especially Amateur Boxing. But it is endeavoured to show how, in spite of discouragements and difficulties, it is clear that he has vindicated the claims and the importance of a sport like amateur Boxing as character-building training for the youth of South India.

It was Boxing in Madras that brought the author of this review into contact with this outstanding personality; and it was the writer's privilege to belong to a team of workers under his able guidance and inspiration, in the cause of helping youth to practise this noble art. His first meeting was at the Saidapet home of the Bucks—at that time a tastefully decorated hut, with flowering shrubs and foliage plants colourfully arranged in the courtyard—and Mrs. Buck explained how "so often we search for beauty when it lies unrecognised at our very doors". Their home was an example of how simple huts could be artistically got up.

To Crowe Buck physical activity is one of the strongest human instincts and physical education is a biological necessity. You can teach play in class room, but not sportsmanship which is available only through play. The way to learn boxing is to box and get practical experience. He believed that "the play world of the child, like the business world of the man of affairs is constantly a matter of dealing with others." He laid emphasis, therefore, on

team sports and consequently team boxing. But Mr. Buck was against mass methods. Boxing to him had social values of training the youngster to discipline in advantageous and adverse conditions. It trains to control the emotions and primitive urges of formative characters. He used to ask such of the parents, who threw up their hands at boxing as being brutal whether their boys do not fight—for a boy not to fight with another boy is unnatural to him. So why not they box scientifically inside a ring under rules and controls, he used to ask. Speaking generally of all sports, in his masterly article on " How can schools make physical education vital in the educational curriculum " he says there is such a thing as physical illiteracy, and he lays emphasis on instruction and participation. Sports are a medium of international amity as neutralised colourless ground for social intercourse and understanding. Friendly rivalry in international field made people of different nations meet each other and understand one another —one another's capabilties and limitations, he said.

Before the promotion and control of amateur boxing in Madras, whatever boxing there existed was of a commercialised variety that held sway in the booths of the fairs that were held in the city. Young folk who took to it learnt a ' trick ' or two. Commercial boxing had not the big money to keep it clean outside the tentacles of racketeering and baser tricks. Even with all that money the present Louis-Conn fight is not free from doubts in this respect and mud-slinging. Hence Mr. Buck and his co-workers had to instil first of all the ideals of amateurism. To quote his own words the " aim of amateurism is to circulate the spirit of participation in sports without the idea of any material reward ". He always instilled into youth to look at this aspect of sports, its ethical values for a desirable spirit of sportsmanship—to eliminate selfishness, pot-hunting, exploitation and bickering which are all bound to destroy all that is best in sports and games. So the ablest " starter " in Athletics got to work. The best backing Mr. Buck and his team of workers ever could hope for came from the encouragement, keenness and active support of that great sportsman, H. E. Sir George Stanley, the then Governor of Madras. It is true that just a little earlier, Captain Maxwell Lawford attempted to introduce Boxing among the Scouts ; and a Collegiate Club was inaugurated under the Presidency of Mr. Wales in the Engineering College about

1930. But it can only be said to have really taken on with the inauguration of the Annual Inter-College Boxing between the Engineering and Presidency Colleges in 1931, under the direct encouragement of Sir George Stanley and the support of Mr. Wales, Mr. Fyson and the late Sir Meverel Statham with Subramanian of Presidency to assist. Crowe Buck was not slow to see his opening when he saw the resulting enthusiasm and response and got to work like lightning. He quickly realised that to depend on a set of instructors of professionals was an expensive, heavy and long term programme and that what was actually needed was a good boxing ring. Once a common ring and a regular course of instruction could be instituted, the rest will follow. So Mr. Buck and his co-workers got up a ring after the name of the patron of the sport, H. E. Sir George Stanley. Even before its opening H. E. Viscount Willingdon, the veteran sportsman, who was then the Viceroy of India, visited and blessed it. Early in January 1934, the Sir George Stanley ring was opened at the YMCA College, Saidapet. The start was auspicious and good. The famous Ceylon Amateur D. G. Obeyesekare, the Cambridge Blue, and his friends Swangsa and Pereira were in residence at the YMCA College of Physical Education and they trained pupils for the bouts. That was Mr. Buck's arrangement and it added to the interest and the enthusiasts at once understood the importance of training. A feast of several keen and clean supporting bouts and the success of the opening night easily proved that " the show was on " for amateur boxing in South India. Mr. Buck lost no time in fortifying the position and in February 1934, we had the Olympic Boxing with good entries and Chandrasekaran of Engineers, now of Asia Electrics, Bombay, won a close outstanding bout. In quick succession the Inter-School Boxing and the Inter-Collegiate Boxing were introduced in the Sir George Stanley Ring. A weekly training course was inaugurated until then a boy a realised on his general condition with no special training for boxing. Very soon youth who trained in the ring, like Arthur Fowler, Raza, Shanmugham and Chandrasekaran, themselves went out and taught several enthusiasts in their respective institutions and thus handed down the torch. In the Inter-Collegiate competition, Loyola, Medicoes, Engineers, Christian, Pachaiyappas and School of Technology also took part and Loyola won the Lalitha Sastri Shield. In the Inter-School, Muthialpet, St. Paul's, Christian, Pachaiyappas were the schools that partici-

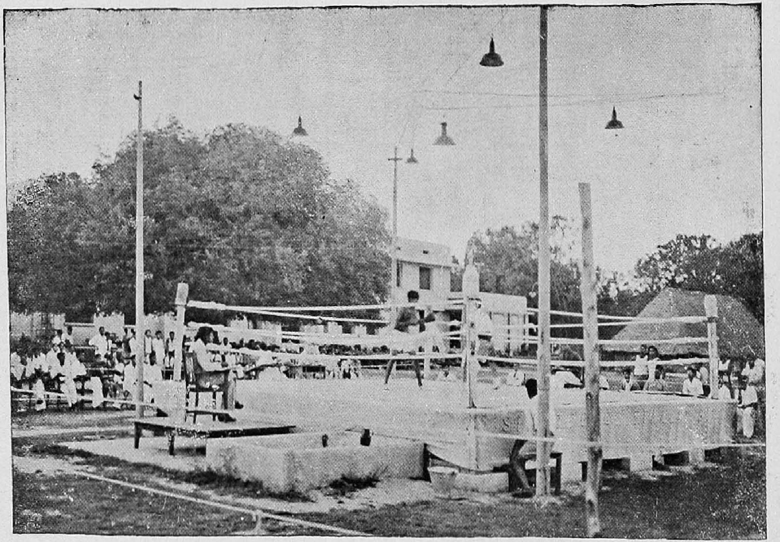
pated, among others. Soon Mr. Buck saw the material for popularising amateur boxing as a permanent system in Schools, Colleges and Clubs where youth congregated. He realised that the school boys were not spoilt by bad coaching and were devoid of mannerisms—Fighting from gong to gong, all out, eager, fast without fooling time, the boys got to honest boxing. There was no clinching and tricks and soon Mr. Buck also realised that material like Madhava Rao of Christian School would go to further the cause of boxing by teaching other youngsters of their schools. So there were free boxing instructions to boys on Wednesday evenings at the YMCA College, Saidapet. By then the Amateur Boxing Association to control boxing in the South came into being under the patronage and direct encouragement of Sir George Stanley with Mr. Buck and Mr. P. M. Joseph as its first Secretaries. The question of reinstating those who had taken part in commercialised boxing, inadvertently, before the advent of the Association, was taken up by him. Those who had strictly adhered to rules of amateurism since 1st January, 1934 were reinstated as amateurs. Mr. Buck and his co-workers drafted rules after a study of the International Rules, the A.B.A. (England) Rules, Imperial Services Rules and Ceylon A.B.A. Rules. As all did not tally on all points as, for example, the size of the ring, duration of rounds, use of bandages, manner of scoring, the position of judges, they had to be sifted and adopted after modification, with the help of Mr. P. M. Joseph. Classification of junior weights was not then touched by the rules, with the exception of the rules of Ceylon. Schools requested for more weights and classification to enable more boys to take part. Under Crowe Buck's able guidance a code of rules were formulated to accommodate all, making only such slight deviations as the local conditions called for. It is ventured to suggest that these are model rules for any amateur venture in the sport.

The first big boxing was organised on 27th October, 1934 and Mr. Buck made special arrangements to safeguard against the north-west monsoon rains, by a big canopy or 'Pandal'. Dr. P. V. Cherian and Dr. G. Rajagopal were the medical officers of the meet. Mr. Buck was so particular on medical examination of the boys before contests. A card of 17 bouts from 58 lbs., and upwards was gone through. To weigh the boxers in and to change gloves and

get the boxers into the ring in quick succession, and one bout following the other, these were always gone through without a hitch—all the result of Buck's masterly organisation. Even drawing-room arrangements never left anything to be deserved. To him work behind the scenes was what made work on the stage a success. On the night I am referring to, young SUARES of the famous boxing family gave a good exhibition though unluckily knocked out at the end. He showed his merits of boxing despite that and proved that knock out is not an end in itself in the science of boxing though one may work for that result. At the end of the night's boxing, certificates were distributed and this is one of the greatest benefits to sporting youth which Mr. Buck had contributed to. Certificates last and help a young man in his future career—where other things are equal in the competition of life—whereas cups cannot do that. In his speech at the meet Sir George Stanley said, " In boxing it is more blessed to give than to take and when you shake your man do not stand back to lose advantage." He said it augured well for amateur boxing to see school boys taking part in big shows and ended with the words " Box on, box each other, inside the ring, but nowhere else."

Shortly following this, Mr. Buck who believed in striking the iron while hot, organised another big amateur show at the Sir George Stanley Ring with a card of 16 bouts at which representatives of the Suffolks, the Navy H.M.S. Emerald, the Railways and Colleges and Schools participated. Mr. John Barrymore the famous film star, now deceased, who was then in Madras also graced the occasion at the ringside. A. Fowler of the A.B.A., Madras, beat Avis of the H.M.S. Emerald and Brambleby, A.B.A., also won his bout against an Army man. H. E. Lord Erskine who presided said at the end " There is nothing like boxing, the noble art of self-defence, which teaches everyone, who goes in for it, manliness. From what I have seen to-night, I realise that all of you are not only able to give punishments, but also take it. And after all, to take punishment bravely in all walks of life, whether in boxing or in any other walk in life is something that every man in his time has got to learn."

Again, at the Inter-Collegiate Boxing of January, 1935, being the 3rd Annual Inter-Collegiate event for the Lalitha Sastri Shield, H. E. Lord Erskine presided and Loyola again won with School of



THE STANLEY RING

—From " Vyayam "

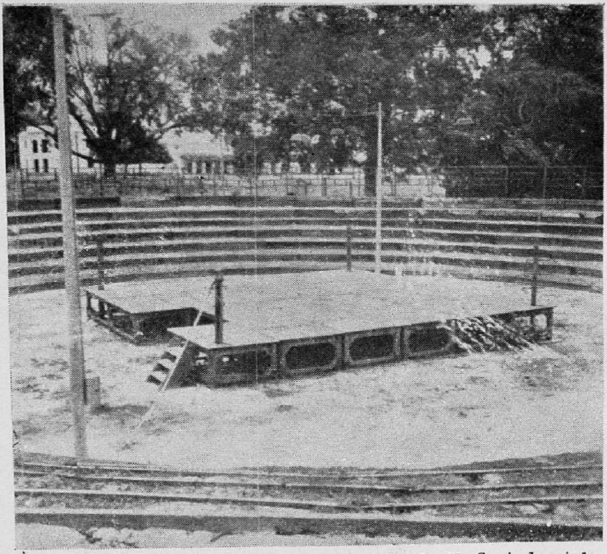


Photo by L. K. Govindarajulu

THE BOXING ARENA*

* Where H. C. Buck hoped once to build the Swimming Pool

Technology as second and YMCA College, 3rd. It took two evenings' boxing before finals could be reached and the weights entered for were from below 85 lbs., up to Light-heavy Weight. Inter-School boxing of 2nd year was held early in 1935 with 90 entries and 3 sessions of boxing. Mr. Buck again had Messrs. Thomas, Lakshmanaswamy and Kuruvilla Jacob helping, with the redoubtable late Rao Bahadur Krishna Rao Bhonsle whose encouragement and organisation was no mean asset to him. The Christian College School won for the 2nd time. Among the judges who assisted, Mr. Vedagiri was also there as usual.

In December, 1935, Mr. Buck's hard work bore fruit and the open A.B.A. tournament was participated in by many clubs and entries came from 56 lbs. to Middle Weight. He again organised in the same year 1935, a Scout Boxing Meet with 60 entries from 63 lbs. to 105 lbs.

Early in 1936 he got D. G. Obeyesekare to give talks and demonstration. At the annual meeting of the Association he remarked " the idea of boxing as a sport rather than a fight is rapidly catching on ". Yet he was still dissatisfied with the progress. In December 1936 again Schools, Colleges, Clubs, Military, and Scouts took part and the boxing was spread over 3 evenings. V. C. Shanmugham and B. W. Fowler shone at the meet. A boxing tournament was held in October 1936 at which Madrasa-i-Azam and the Christ Church School tied with 8 points followed by Christian, San Thome and St. Paul's Schools.

Mr. Buck was responsible for division of senior and junior weights. In order to encourage civilian boxing he invited closed entries for civilians exclusively, side by side with open entries wherein also in course of time the civilians asserted themselves. This proved a source of encouragement so necessary at that early stage. In the year another tournament with entries from weights of 58 lbs., to Light-heavy-weight and 3 evenings boxing was staged and the Heavy entries became a rule with any show organised at the Sir George Stanley Ring thenceforth. Early in 1938 the Christian College at Tambaram had their ring inaugurated. Amateur Boxing further flourished under the enthusiastic president, Mr. T. P. M. Alexander and more permanent stands were installed for spectators during his period as president. The Hon. Mr. M.C.T.M. Chidambaram Chettiar was then the Treasurer. Mr. Buck

always had a peace purpose in all he did during the war years so that the materials could easily be switched over to peace time activities. Boxing had thus come to stay, thanks to him and his methods of establishing, popularising and furthering the sport. There was abundant sport in the Sir George Stanley Ring each year; and the ring was overworked during the years just preceding the war and the war years as well.

Mr. Buck's principles for boxers were :

(1) A Boxer must train well and must actually box and not spare in training also.

(2) A Boxer should not give up during a bout but must fight in and have confidence in the referee who will see that he does not stand too much punishment. Hence he stressed on the necessity of the panel system of well knowledgeable referees and judges of the sport.

(3) A Boxer must concentrate on foot-work and must not slap or hold.

He went all out to mould the youth to box with no waste of time. An amateur went in to fight for laurels and defeat, if it came his way, was to be taken well and he must go down fighting and not trick to avoid punishment. He must also take punishment or hand it out like a man. Holding or slapping were strictly dis-countenanced. He never discouraged anyone who wished to enter a tournament unless on the examining Doctor's disqualification. The more the merrier and he believed in the saying that " when all the material is washed there is little gold left in the pen ". Like that great body the National Sporting Club he was all against noise and rush which often went to mar clean boxing. In amateur boxing the art of concentration is not only prescribed for the boxers, but also for the connoisseurs of the art among spectators. It is absolute calm during rounds that produce excellent and keen sport. Boxers must hear the commands of the referee who must be outside the ring according to Amateur rules. There is not much pleasure in it unless the spectators also appreciate the scientific aspect, as otherwise the spectator might as well not come to watch boxing but take to bull baiting or cock fighting. When once a spectator pays for entrance he fails to appreciate that he is only a licensee and liable to be ejected if he does not behave properly. So, as far as possible Mr. Buck eliminated gate in order to command

the crowd which he did admirably. Even on occasions when for financial reasons gate had to be introduced, his control of the crowd was admirable and the 'pin-drop silence' produced good bouts. To him a prize for a good spectator was no freak idea. Frankly he was not happy about wartime amateur boxing and its spectators; but he knew that there was a nucleus of his boys who would keep the flag of amateur boxing flying aloft under any circumstances and not be led astray by the noisy elements. As otherwise it is the easiest thing in the world to efface the many years of hard work if those to whom the torch is handed are incompetent. By the way it is noteworthy enough that in one of the bouts of the war years where civilians and services participated, young Shanmugham beat the Burma champion of the army.

When Mr. Buck passed away at the prime of his career his mind and body were still vigorous and there he left behind a career of great experience and of vivid interest. His dominant purpose was understanding and exposition of the science of physical education and culture and above all the understanding of youth. His was a wealth of practical activities and practical experience—his penetrating insight and understanding of youth gave him the faculty of conveniently simplifying the solution of problems, however complicated, in a practicable manner. Such men as Crowe Buck may now, to us, be silent, but their work remains and, like old soldiers, they can 'never fade away'.

MR. BUCK AND THE MADRAS WAR AMENITIES

By Lady Armstrong

Far better than any description in words of what Mr. Buck did for the troops in Madras would be a visit to the YMCA, Saidapet on almost any day in the week. His monument is there in the cricket and football fields with their Service teams, the happy noise in the Canteen building, the pleasant Leave Cottages, the beautiful open-air theatre and the crowds of men enjoying the swimming pool. No account of Mr. Buck's work for the troops would be complete if it was limited to what was accomplished in his life time; all that has been done at Saidapet has been on the lines of his original plan, carrying out his vision of what might be done for the welfare and enjoyment of the men whom the war brought to Madras.

As soon as the troops began to arrive in Madras, it was clear that they badly needed sports facilities. There was no such thing as Army Welfare in those days, and Mr. Buck at once placed the College playing fields at their disposal. With the heavy influx of troops in April 1942, the need increased and the fields were heavily booked. With the co-operation of the College students, it was possible to arrange very successful games.

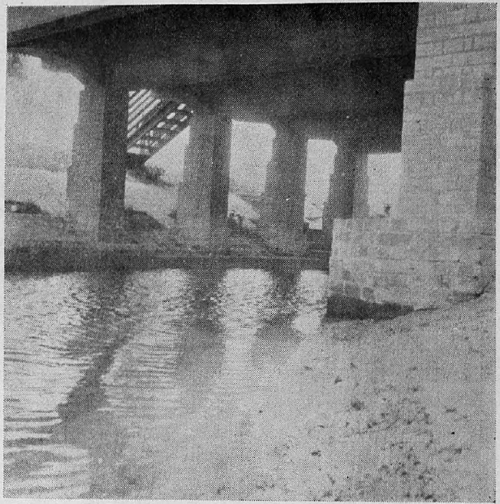
But, as ever, the provision of one amenity opened the need for others. It was found that the men coming to play games missed their usual evening meal, and something had to be done about it. The Madras Hospitality Committee provided lime juice for the teams and weekly supper parties for men coming from a distance; but the need for a permanent canteen attached to the playingfields became increasingly clear. By the help of various private donors it became possible to build and equip the original canteen hut, intended to serve, not necessarily as a place to buy food, though this was available, but as a recreation centre, where men might play games, read or write as they liked, and most important of all, might have the opportunity, if they wished, of friendly conversation with the hosts and hostesses enrolled by Mr. and Mrs. Buck, on six days of the week from Madras residents and on Sundays from the College students. The hut was not self-supporting, but it filled a very obvious need and was enabled to carry on by maintenance grants from the Governor's War Fund.

Photo by L. K. Govindarajulu

THE SWIMMING POOL*
Showing the Showers in the background

*Accrued to the College as a result of the War Amenities Work of the Bucks.—*Editor*

THE BOAT HOUSE—ON ADYAR*



Photographs by L. K. Govindarajulu

THE MOORING TROUGH

* Built as one of the War Amenities.—*Editor*

Another need soon became evident, that of accommodation for men on short leave. The Army authorities were by this time highly appreciative of the work being done by Mr. and Mrs. Buck, and they put up the money to build leave cottages in the College compound, where the men could enjoy the pleasant, friendly company, the excellent food and the facilities for games provided there. The Governor's War Fund again helped with the equipment for these cottages, which proved immensely popular.

This was all that Mr. Buck was actually to see realised; but his plans for the great amenities centre for troops in Madras went much further than this, and Mrs. Buck, with the help of many friends, carried them on. The beautiful open air theatre, the swimming pool, the boat house and boats, all were part of his dream, which his friends, with the help of the Governor's War Fund, have translated into reality. But his dreams were not only of cement and bricks; they were also of international friendship, of bringing together the soldiers of different nations in and particularly British and Americans. This, too, his friends carried on; Mrs. Buck wrote in her report on Christmas 1943: "On Sunday some one counted 21 nationalities in the Hut. Ten of them were Indian language group and eleven were foreigners. To achieve such a cosmopolitan atmosphere is our determined policy." Most heart warming of all was the comment of a man who thought that the helpers looked tired, and who wanted me to know that the boys were sorry for that; but we should realise that the result was worth all our work because "when we got here, we felt like American soldiers, but we go away feeling like Allies."

Friendly relations between the soldiers of all nations were not the whole of the matter; Mr. Buck also aimed at making soldiers and Indian civilians known to each other. In this he had the co-operation of the College staff and students, who provided teams to play the Services, and helped regularly in the Hut. This was only the beginning; later, in the open-air theatre, the troops were introduced to Indian music and dancing, and many friends co-operated in this effort towards international understanding and goodwill.

Now that the war is over, we are better able to appraise the work of Mr. and Mrs. Buck for the troops. Beginning at a time when an official Army Welfare Organisation was not thought of, and

everything had to be done by unofficial effort, they built up a magnificent amenities centre; but, far more important, they filled that centre with a friendly home atmosphere and a personal interest in every man which no official organisation could possibly give. To thousands of men Crowe and Marie Buck meant home and all those human relationships which war so often seems to wipe out altogether.

APPRECIATIONS

IV-A. APPRECIATION

THE CROWE BUCK MEMORIAL THEATRE *

Constructed August 1, December 31, 1944, under the direction of the YMCA College of Physical Education, Saidapet, Madras, N. K. Mia, Principal. Seating capacity 350 (chairs) to 600 (cinema audience) seated on grass tiers.

The endowment was initiated by the gift of Rs. 5,000 from Mr. Anantharamakrishnan.

Designed and built by Mrs. Marie Buck, Mr. Bewer, Major Padfield, Warrant Officers Resston and Terkelson, and Mr. Wicke, with the advice and assistance of many others. During the course of construction, the theatre has been used as a cinema by the U.S. Army Unit in Madras, by permission of Colonel Rees. This use was of considerable assistance, to all concerned when planning, without professional guidance, a theatre which would satisfy audience requirements.

DEDICATION

The outdoor theatre of the YMCA College of Physical Education at Saidapet, Madras, is dedicated to the memory of Harry Crowe Buck who with his wife founded the college in 1920.

Crowe, as those who loved him called him, died on July 24, 1943. As was said of Sir Christopher Wren, " For his monument, look about you ". It needed no additional structure to memorialise the name of this noble genteman, for even on the day he left us the little thatched hut on a small piece of unwanted ground with which he began years ago had given place to the gracious buildings and many sports fields which today form (almost part of the University of Madras),† symbolise Crowe Buck's ideals and will live for ever in the memory of the students who have carried his teachings to the furthermost corners of India. A modest man, whose kindliness and sense of humour was only exceeded by his faith in the essential goodness of all mankind, Crowe Buck would not have wanted more —would be humbly grateful to God for having accomplished so

* The author seems to be anonymous ; but is evidently an Englishman or American, and worthy of the man for whom it is meant.—*Editor.*

† This desire to see the College affiliated to Madras University is just now being realised in 1949.— *Ed.*

much. But those who revere his name, who shared his aspirations and his faith, who realise even more than he himself the extent of his devotion to all things that are true, and good, and beautiful, cannot but wish to express their own less effective but not less sincere devotion to those same ideals and to the friend who devoted his life to their accomplishment. The construction of the little theatre dedicated to Crowe Buck is such an expression, and it is not without moving significance that many who have shared in the project did not know the man himself during his lifetime. What greater tribute could be paid to his name than that it is honoured because he symbolized the highest hopes of men and women of goodwill? The more reason why Crowe Buck's personal friends should welcome the help which has been offered. He did not expect to see all of his ideals accomplished during his lifetime; the test of their worthiness would be their acceptance by his students after his guiding hand was gone and by other followers who came after he had departed.

It may be wondered why a theatre should be chosen as an appropriate form of memorial to a man whose life was devoted to the creed of physical well-being. Those who wonder did not know Crowe Buck. "*Mens sana in corpore sano*". Crowe's emphasis on a healthy body was but the first step toward a healthy mind.

As a matter of fact, the theatre should not be called a theatre, but rather a Gathering Place, and it came about through a series of apparent accidents; only God knows if they were by design. Crowe would be the first to be amused by this elaborate and altogether solemn dedication. Not a fortnight before he died, he stood with his wife by the side of the pool which then lay in the grove now occupied by the theatre and said: "Marie, we must soon drain this little pool and make a gathering place for conferences, dances, and gymnastic displays. It is a perfect setting, in the shade of these great old trees." When, about ten months later, someone offered a sum of money to be spent in Crowe's name, and someone else suggested using it to make a small outdoor theatre, and someone else offered his technical skill to construct it, and others contributed their suggestions born of experience and good taste, it was the most natural thing in the world to focus these enthusiasms on a memorial to Crowe which he would have liked.

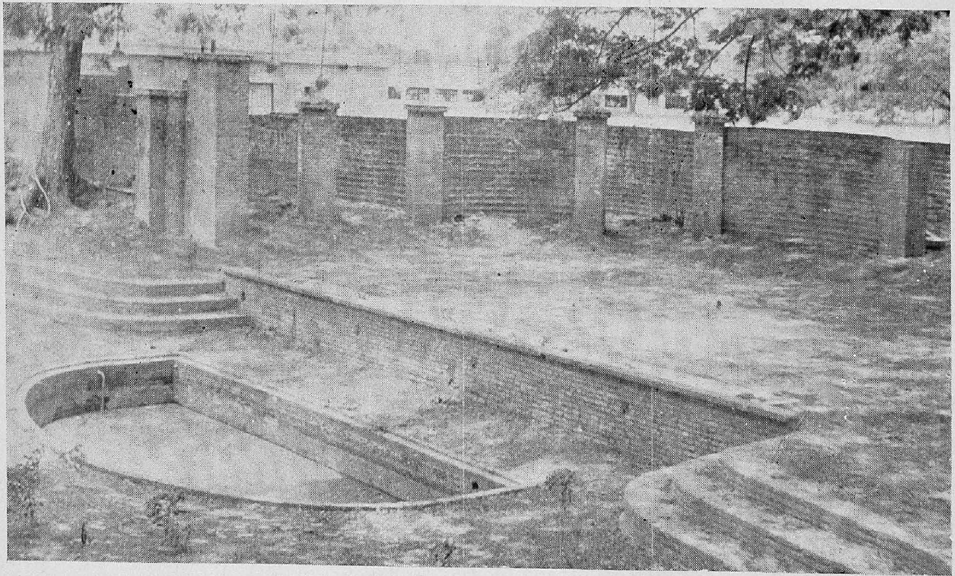
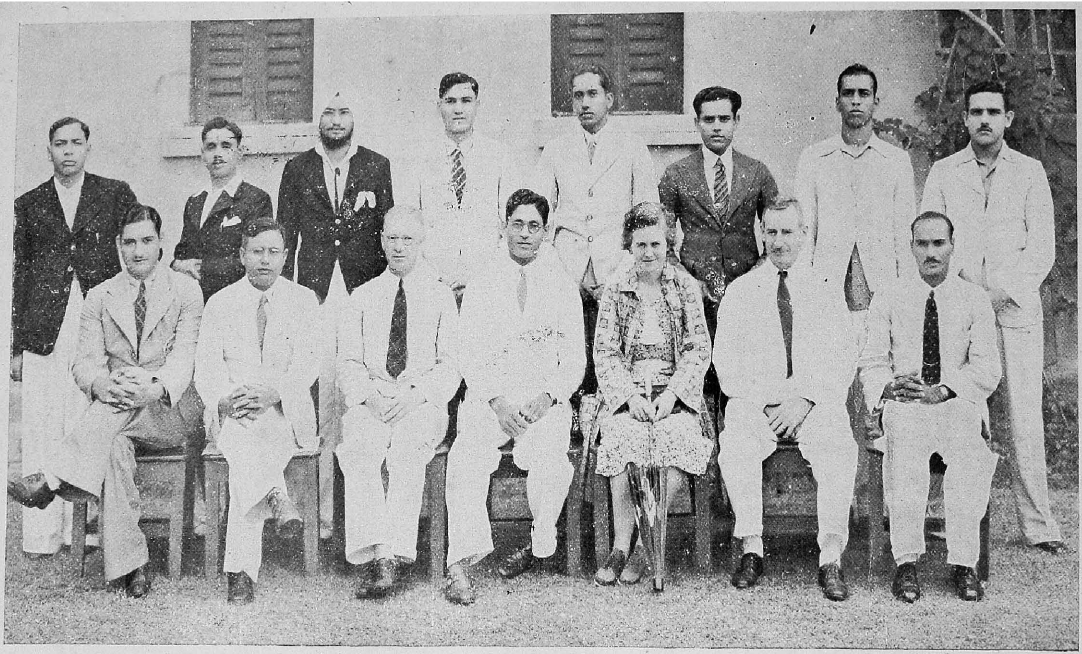


Photo by L. K. Govindarajulu

THE OPEN-AIR THEATRE
Dedicated to Harry Crowe Buck



A GROUP TAKEN IN 1938–39

—From " Vyayam "

It was simple as that, and we have tried to keep it simple. Because the gathering place is to be in honour of a great gentleman we have done our best to make it perfect, but it is in honour of a modest man, and we have not sought to be pretentious. As far as possible we have left the glade as it was. There have been no blueprints. Such "architecture" as there is results from a layman's desire to plan a gathering place for any purpose in which each member of the audience can see and hear everything on the stage. Such construction as there is has been merely making the most of what nature has provided; banks for spectators and walls around the edge of the grove to enclose a stage. There has been both art and artifice, as good as could be contrived by amateurs, but the keynote has been simplicity. In all sincerity, we have tried only to provide Crowe with his gathering place, a place where all races and creeds may come together to worship truth, goodness and beauty, in solemnity or in gaiety, in a religious service or in gaiety, in a religious service or in a concert party, in Shakespeare's language or in cinema jazz, in modern buffoonery or in the classic lines of India's "Shakuntala".

And so, Crowe Buck, this gathering place is dedicated to you, an American who came to a British administered province in ancient India, where Hindus, Moslems, Christians, and many others may, if they will, live in harmony, and strive each in his own way to come nearer to that universal God Whom all adore. To you, Crowe, there is no need to apologize for the simplicity of your memorial, for you began with a thatched hut on a piece of unwanted ground. In a few years' time perhaps your little memorial will be gone, but your spirit is imperishable. It is enough that the future generations shall look back and say of you: "He had faith in us". It is enough that for a little while there shall be a symbol that we had faith in you.

From the Springfield College Bulletin, September, 1943

HARRY CROWE BUCK

Harry Crowe Buck ('10),* Principal of the YMCA College of Physical Education in Madras, India, for the past 23 years and Adviser to the Government in India on Physical Education, died last July 24th after a short illness. Mr. Buck had attained international recognition through the College which he founded and carried on against great odds for so many years with the aid of his wife, Mrs. Marrie Buck.

Harry Buck can be listed as among Springfield College's great pioneers in physical education and his contributions to life in India was recognised in 1932 by His Majesty the King in the award of the Kaiser-i-Hind Silver Medal for service to India.

He was born in Liverpool, Pa., in 1884 and was graduated from Springfield College with the class of 1910 with a Bachelor of Physical Education degree. He returned to Springfield to work for a Master's Degree in Physical Education, which was awarded in 1917, and he later received an M.A., from Teachers College at Columbia University in 1930. Between the time of his first graduation from Springfield, Mr. Buck had served as Physical Director in the public schools of Hammond, Ind.; Wichita, Kans.; Springfield, Ill., and as an instructor at the summer school of Wichita University.

It was in 1920 that he was appointed by the International Committee of the YMCA to establish a school of physical education in Madras, India. That first year the College had five students, but it grew steadily under the determined and self-sacrificing administration of Mr. Buck and his equally enthusiastic wife to an institution with a 63-acre campus at Saidapet presented to it by a grateful Madras Government.

Founded in an effort to train leaders who would bring physical education to the masses in India, the school had progressed to a point where it had some 100 native† students of all castes from India, Burma and Ceylon. In recognition of his achievements, Harry Buck was showered with honors throughout his administration

* A graduate of 1910—*Ed.*

† A word—we should appeal to the College not to use hereafter—*Editor.*

of the College and held many important government and organisation offices related to his field of work.

The funeral services were held at the college and we quote an eye witness : " Great crowds had gathered in and about the main college building. The casket lay embowered in flowers in the open court, on either side of which stretched the playing fields he had laid out, the trees he had planted and the buildings he had dreamed." There he was buried.

THE LATE MR. H. C. BUCK

By Rao Bahadur R. Krishna Rao Bhonsle, I.S.C.

As Vice-president of the Madras Olympic Association and of the Madras Schools Athletic Association, let me state that the late Mr. H. C. Buck was known among his numerous friends as Father of Physical Education in Madras and Mrs. Buck as Mother. In H. E. the Governor's tribute it has been stated that the YMCA College of Physical Education, Saidapet, attracts students from every Province and State. To this let me add—" and also from outside India, *e.g.*, Egypt, Iran, Thailand, Burma, Siam, Ceylon, Afghanistan, etc." They (males and females) have had and are having the benefit of scientific training (Theoretical and Practical) in the College. Health is Wealth to a nation. Great credit is due to the first Principal of the College Mr. Crowe Buck and to Mrs. Marie Buck, his gifted wife, described aptly by Mr. Sanjivi Kamath at the Funeral Oration as the Life Partner of Mr. Buck. Mrs. Buck has been the Lady Principal of the College round whom a large number of women students (Hindus and Non-Hindus) has been gathering increasingly every year.

Both husband and wife have been honoured by Government with Kaiser-i-Hind Medals in appreciation of their long and disinterested service in the cause of physical education, the importance of which was brought to light by them.

The College, unique as it is on this side of Asia, has become the Mecca to many a distinguished visitor to Madras.

I may be permitted to quote an excerpt from a letter of 1941 from Mrs. Buck to me, which is of melancholy interest and show the modesty of Mr. and Mrs. Buck. " We appreciate immensely your kindness in desiring to present the portraits of the Bucks to the College. That is a fine sentiment.........But the Bucks cannot permit anything like that, until they have retired from the work here......"

May his soul rest in Peace !

" Stonegift ",
Theagarayanagar, Madras,
15*th August*, 1943.

PRINCIPAL H. C. BUCK—AN APPRECIATION

By H. V. Barpute, M.A., B.T., Training Institute for Physical Education, Bombay

Posterity will regard the personality of Mr. H. C. Buck, the founder Principal of YMCA College of Physical Education, Madras, as one of the singular Educationists of the 20th century.

He, it was, who gave a vision and a new outlook on Physical Education. Here was a man whom the youths of India needed most and who appeared on the educational horizon of this land in the early twenties. He inspired young men, and the old who had young hearts, to give to them a new message of health, joy and abundant life. Mr. Buck contributed to the enrichment of the Indian youths.

Mr. Buck came from U.S.A., with a missionary zeal to spread the new gospel of Physical Education. He preached, professed and practised it to the tip of his fingers and left the conversion part to the gospel itself and lo! and behold! Slowly but inescapably from the seeds which he has sown we have reaped a great harvest and we see today institutions of Physical Education springing up in the provinces of United Provinces, Bengal and Bombay and other provinces.

It would not be too presumptuous to say that had it not been for the untiring, indefatigable and relentless individuality of Mr. Buck the seeds would have fallen on barren ground but it was left to the genius of Mr. Buck, and his perennial inspiration, Mrs. Mary Buck, to convert the hard soil they found into a veritable orchard bearing rich fruits.

It was in the teeth of opposition that when our educationists were much too enamoured by western ideas of education especially dominated by influence of Oxford and Cambridge Universities which suffered the scholars' boy for his intellectual development, Mr. Buck vehemently stood for the education of the body* as the first and foremost necessity. He alone realized while others knew only intellectually that body is the basis and foundation upon which

* The unitary-relationship of Body, Mind and also Soul was never overlooked by H. C. Buck—*Ed.*

the superstructure of child's personality is to be built up. And what is more interesting, he could convince others that through education of the physical body of the child, mind, emotion and spirit could also be developed simultaneously. Thus he saw, the tremendous possibilities of educating the child, squarely and he brought home this truth to other teachers by his uncompromising conviction, dogged perseverance, enormous energy and fired by the idealism of serving India.

All great and good things have a humble beginning. The little acorn that lies at the wayside bare the potentialities of a mighty oak. The little rivulet develops into a great river which irrigates and fertilizes its bed and feeds millions of men. So Mr. Buck made a humble beginning on a small plot of ground with a couple of huts at Royapettah, Madras, and started in 1920 a school of New Physical Education, with only five young men—who took a leap in the dark—as it were training in body building by the educated being then condemned outright by the educators and intelligentsia. It took more than two decades for Mr. Buck to make intelligent people realize that what he propounded was not a fad or a frill but a fact of supreme national importance. That what he stood for was education of the child in all its aspects. It was a cry in the wilderness when Mr. Buck started his strenuous mission with a small team of sincere men, today it is the crying need of the youths.

Unlike many men, Mr. Buck's personality could not be split up into private and public. For him the goal was crystal clear and he dedicated his life for it. The cause he espoused required the character traits which he alone was endowed with. He was the very embodiment of discipline, which to lesser souls appeared as carried to extreme. He was the very personification of determination and strictness but beneath his rigid and austere temper and apparently granite heart lurked the genial humours, a sympathetic touch and unique simplicity which was inimitable.

It is my proud privilege to have been his student and to have been in his contact for a year. It is not books and learning that influence a man so much as the touch of life upon life. Mr. Buck influenced hundreds of young men from all parts of our country and left no one whom he did not inspire with the spirit of service for the cause of children and youths.

MR. H. C. BUCK

Speech by C. A. Abraham, B.A.,

Physical Director, Christian College, Tambaram, at the Memorial Meeting for the late Mr. Buck

We have gathered here to honour a great man—Mr. Buck. It is difficult to assess, at such close quarters as it were, his place in the history of modern India. We will leave that to the future historians. It is difficult even to say what influence his contribution will play in the course of the future history of India, for he has let loose forces which may very well alter the tone of the life of our nation. He has opened out a stream that will flood the whole country with the gospel of the abundant life. This stream that he has started on its way had humble beginnings. Mr. Buck, when he came to India as a YMCA Physical Director, did not come as a prospector looking for a geyser. He looked around him and found a barren desert. There were a few shrubs here and there, stunted and crippled. He also found that the soil was good and that the barren desert will burst into bloom and yield fruit. But, it was one thing to discover the possibilities and quite another to turn them into accomplished facts. The soil was hard and needed breaking up. Ignorance and prejudice had to be overcome. The progress was slow. But Mr. Buck had faith in his mission, however. In spite of all the obstacles and in spite of all the disappointments, he knew he was on the right track. He knew if he went on, plodded on, long enough, he would ultimately tap the stream below. This determination needed faith to sustain it. And, faith he had in abundant measure. A less stout-hearted man would have given up the struggle long ago and quit. Mr. Buck was not a quitter. He had faith, he had determination, he had courage. And, he at last saw the trickle he started grow into a steady stream, small at first but fast growing in strength and volume till it has now reached the length and breadth of India, even beyond.

We often think of the Americans as a nation of pioneers. Their history, though short, is one of constant struggle against tremendous odds. Today we see them a nation that is foremost in the society of nations. Their history began with the log-cabin and the covered waggon. Today, they have reached the stage of the skyscrapers and the Flying Fortresses. Mr. Buck was of this breed. He

started his career in India in one of the back-rooms of the Madras Central YMCA. He later moved into something of a log-cabin in Royapettah. I was looking, the other day, at my collection of photographs of the days when I was a student under Mr. Buck, in 1928–29, in the Royapettah YMCA., I found one with the caption, " Lecture Hall ". The words, " Lecture Hall ", were in inverted commas. One hesitated to call it as such. It was a thatched hut with no walls, except of bamboo matting. The flooring was of rough tiles and the surface was not even level or smooth. Those were the log-cabin days. Today we sit in this magnificient hall and forget the days of the thatched hut which was our Lecture Hall. No, we have not reached the skyscraper stage, yet. But we have gone a long way towards it. We can look into the future more clearly and with greater confidence and we can even see visions of the future. Well, Mr. Buck was a typical American, a pioneer of the highest order. The most difficult stage of our development is over. All the disappointments, all the hard knocks and all the tiresome plodding, he took upon himself. Those of us who are left behind have a smoother course to tread and an easier life. In this great feat of pioneering he gave himself fully, without stint, without rest and without counting the cost. Mr. Buck was one of the most precious gifts that America has given to this country.

What did Mr. Buck achieve? I do not propose to analyse. I will merely ask you to think of our profession, say, 15 years ago. We were not even a profession. What did our schools have in those days? Compare them to what we have at present. I shall not go into details. Sometimes, when I get discouraged, when things do not go as I plan, when progress seems so slow and insignificant and I question the value of it all, this thought is a great comfort. I go back to 1929, when I started work, and I try to see what progress had already been achieved. It comforts me and gives me courage to plod on. Mr. Buck was never satisfied with what he achieved. For him there was no such thing as resting on his oars. For him it was a constant struggle to move ever forward. And, he was very conscious of his slow progress. But, I am sure, he must have sat in his chair sometimes and looked back over the years that are passed. That must have given him renewed strength to go on. For him the game was on, till the final whistle. He seldom, if ever; took " time out " for himself. He went on like a machine set to a certain purpose. As I said, he must have had occasions

when he felt elated at what was already achieved. What has he achieved? Ask my schoolboy in India if he has heard of Mr. H. C. Buck. The lives of millions of our boys and girls were enriched and are being enriched because H. C. Buck lived.

The news of his death was one of the greatest shocks that I have suffered. I must confess I was stunned and bewildered. The thing seemed incredible. He was my teacher and my friend and, in some affairs, my colleague. I can boldly say that few of his students knew him as well as I did, few for whom he had greater affection and regard. His death is a personal loss to me. I was always welcome to his home. He would come to my home without previous appointment. His office was always our discussion room. His cheery smile, his hearty welcome, his sincere and transparent pleasure at meeting me were a source of great comfort and encouragement to me. He confided in me and I could do the same with him. Now he is gone, gone without warning. We who are left behind feel helpless, not knowing how to proceed. Only now we realise fully how much we relied on him and how much we were inspired by his encouraging words. We shall be giving poor credit to this great soul if we now lose heart. This is the moment of our trial and we shall not be found wanting. The best way to honour him is to follow in his footsteps and to justify the trust that he had in us. His selfless life in the service of the youth of this country should inspire its own sons and daughters to greater endeavour. We are left that we may carry on the great work that he has started so well.

A few years ago, Sweden celebrated the Centenary of Ling, the great physical education pioneer of that country. It was an occasion for national rejoicing and thanksgiving. Special stamps were issued to mark the celebrations. Leading physical educators from all over the world attended this festival. Thus did Sweden and the rest of the world honour the man who was responsible for the Swedish system of exercises which made the Swedish nation so healthy and virile and which nearly every other country copied. I have no doubt that our country will feel about Mr. Buck a century hence. To him we owe this new profession, a profession that has immense potentialities for the good of our country. Mr. Buck was the Father of Physical Education in India. He gave us life that we may give it freely in the service of our youth. I have no doubt about his place in the history of India. He shall be known as the

Father of Physical Education in India. We, his products, shall try to be worthy of this great Father. He is still watching over us and his spirit will ever be in this land inspiring us to greater and still greater effort till we transform this nation into a nation of healthy and virile people. We are grateful for his life. May he rest in peace, he who knew no rest while he lived.

MR. H. C. BUCK—OUR NATIONAL HERO

O. Mohanasundaram *

MR. H. C. BUCK: He is not dead. He is living. He is not an ordinary mortal to die and be forgotten. He is an immortal soul. He is living the Divine life after death. He is living through his noble work. He had lived a great life, an inspiring life, and a self-less life, dedicated and devoted to the single cause of physical education in India. He is one of our great national leaders, who had contributed not a little to the physical regeneration of India. How can such a noble soul die? Though he has discarded this ephemeral existence, he lives enshrined in the hearts of millions of young people; inspires us, his pupils, every moment of our lives, to strive better for the ideals he had ceaselessly lived and died for; and guides us to conquer obstacles, obstinacies, temptations, and pit-falls.

YES, Mr. Buck came to India as a Missionary, but not as the one the layman understands. He had a noble mission and purpose in life. He had robust faith and confidence in himself and his cause. He knew that by serving man he was serving the Divine, and by building the body of the growing child, he was building the Holy Shrine. That, in short, was his Christianity. He was a citizen of the world and he had given himself freely and unreservedly to India and to the cause he espoused. He had no barriers or caste, colour, creed or race. He had not come as a Saviour to India to uplift the people; for, the pre-requisite of such missionary zeal would be to keep the people down-trod and depressed. He believed in equality and brotherhood of man and Fatherhood of God. To me, God has revealed himself through such lives as his. He came to share his life with others, enrich and contribute his mite towards the health and abundant life of this, his country of adoption. He knew it was an herculean task. But he had made a beginning, and has unleashed such dynamic forces in action that time alone will prove what a mighty contribution he had made for the national regeneration of India.

* Mr. Mohanasundaram, B.A., is an alumni of the College who has been at Bombay as a welfare worker and is now an officer for amelioration work in the Prohibition scheme of Madras.—*Ed.*

Looking around, we know what physical education was just three decades ago; and what it is today; and how it had grown under the persistent efforts of Mr. Buck. Not only here, but in provinces away and throughout India, the seeds Mr. Buck had sown have grown into mighty trees and have borne abundant fruits. It is hardly given to a man to see the fruits of his own labours, but Mr. Buck in all humility will not accept them as personal triumphs but just as another stone to strengthen the foundation of the edifice of physical education in India. Mr. Buck and physical education in India have become synonymous terms throughout the length and breadth of our country. We had the privilege to sit at the feet of the Master and drink deep at the fountain of inspiration, our Alma Mater. What monument can we erect for the satisfaction of the spirit and soul of Mr. Buck. The most appropriate one will be to build the edifice of scientific health and physical education in India, stone by stone, by sweat and labour, by patience and perseverance, in whatever walk of life our lot may be cast, and work towards that distant goal of abundant health and physical fitness of our nation. Let us draw our inspiration and guidance from the life of the work of the great leader who by the dint of hard work, patience and perseverance, had given our profession a good start. He had run the first lap in good style and fine time. We cannot lose heart, falter or fail. It is left to us to do our best to carry forward the torch of physical literacy and abundant health. It had already been lifted from the mire of mere muscles and perspiration into the lofty heaven of inspiration.

In conclusion, how can we forget the lady who had been the life-partner of our national hero? They were inseparable. They lived one for the other, and both for the cause of physical education in India. Their hearts beat in unison. They lived as an ideal couple, and as parents to the students that came under the shadow of their wings. Their home was wide open for the saint as well as the sinner, and they lived without any prejudice of colour, caste, creed, race or status.

Mrs. Buck is a brave lady. Her husband has charged her with the responsibility to complete the unfinished tasks of his. She will find solace in this. She has started the race for the women of India. She has plenty of ground to cover. For India's sake, she cannot and should not lose heart, falter or fail. May God give her the strength!

Speech by Mr. C. C. Abraham* at the Memorial Meeting for the late Mr. H. C. Buck

I speak for the staff. We are gathered here to pay homage to a great soul. On occasions like this, the two age-old questions come into our mind. Why should man die? and whither does he go after his death? We ask in vain why should a person like Mr. Buck die at all. He seemed so indispensable to the College and to India. Science tells us that death comes when body cells die and life functions stop, that life is a form of energy and is indestructible and exists in some form not known to man even after death. Religion teaches us that our days here are numbered and then the call comes to eternal rest. Neither science nor religion seems to satisfy the human mind or soul, because the loss we feel is so irreparable and unnecessary. We thus look hither and thither for comfort, solace, hope.

For the staff, Mr. Buck was a tower of strength. He was a mighty tree. In its shade we found rest, comfort, and happiness. His office doors were always wide open for counsel and guidance. We miss his lonely figure in the early morn, on the bench under the mango tree. He was the first to be up and on the job before the rest of the staff or the students. We miss him in the playfields. We miss that sweet smile of his, seated in his office chair, which inspired us in our hard day to day work. With the poet we cry in agony.

"O Strong Soul, by what shore
Tarriest thou now? For that force,
Surely, has not been left vain!
Somewhere, surely, afar,
In the sounding labour-house vast
Of being, is practised that strength
Zealous, beneficent, firm!
Yes, in some far shining sphere
Conscious or not of the past,
Still thou performest the word
Of the Spirit in whom thou dost live—
Prompt, unwearied, as here!

* Mr. C. C. Abraham, B.P.E. (Springfield) has been on the staff of the College since its exodus to Saidapet. He has been posted as Principal of the College in succession to Mr. P. M. Joseph who returns to Bombay to resume work in the College at Kandivali.

Still thou upraisest with zeal
The humble good from the ground,
Sternly repressest the bad!
Still, like a trumpet, dost rouse
Those with half-open eyes
Tread the borderland dim
'Twixt vice and virtue; reviv'st,
Succourest!—this was thy work,
This was thy life upon earth."

The poet's idea also does not seem to satisfy us. In despair we ask "What's the use if he is only somewhere". The only thought that can satisfy us is the feeling that he is right here. Under the trees, on the playfields, in the lecture room, in the office, everywhere on the College campus.

"Oh strong soul, by what other shore
Could'st thou tarry except at the College here,
On its campus thou still carry on
The great task thou set thy hands on
Zealous, magnificent, firm."

H. C. Buck, the greatest pioneer in physical education of all times and climes, was born in the state of Pennsylvania, in the U.S.A. and was educated in the International YMCA College at Springfield. In 1919, he decided to leave his homeland, and became a missionary to work in India. What did he bring with him? Three things.

(*a*) a new idea, a dream or a vision, shall I call it.
(*b*) a strong faith to accomplish something.
(*c*) a devoted wife, who stood with him in the thick and thin of the mighty drama that has passed before our eyes in the last quarter of a century.

To the staff, his greatness consisted of two things primarily, of unselfish devotion to a great cause and the power to inspire others for this cause. We feel so helpless and powerless without him. But we know, to falter or faint at this time would be unworthy of the great leader he was.

This day is the day of Pentecost for the YMCA College students and its alumni. We shall go forth from here and speak in tongues to spread the gospel of the "abundant life" which he

lived so truly and well. He has bequeathed to us a million ideas and a million responsibilities, involving the millions of India. Toil and sweat we know will be our lot and perhaps tears too. But we also know that he has only dropped his starting gun and moved over to the finish post. And when our race is run and we too are ready to depart, we know H. C. Buck will be at the finish line, shouting at the top of his voice, " Strong finish my boy ! Strong finish. Don't stop at the finish tape. Keep going, Keep going ". With a cheery smile he will greet you at the end of your race, and pat you on your back and say

" Well done thou faithful fellow.
Enter thou into eternal rest with me."

FATHER OF SOUTH INDIAN ATHLETICS —LATE H. C. BUCK

Great Loss to South India

From the 'Liberator' (Madras), August 3, 1943.

Madras, August 2, 1943.

South India received the bitterest shock when the news flashed that the good old man, H. C. Buck passed away last weak. It was 24 years since H. C. Buck arrived in Madras to work under late Dr. Noehren who conducted the first class to train pupils in Physical Education. Soon H. C. Buck took charge of the school and introduced in his own inimitable way both instruction in physical training exercises and the indigenous games. Strict disciplinarian that he was, the high standard of the value of such training spread throughout India, and very soon Punjab, Bengal, Bombay and other centres sent their nominees for getting trained in Mr. Buck's school.

A GOOD COACH

H. C. Buck conducted his School in the Royapettah YMCA where he became a friend, helper and organiser to the local public. Athletics was his chief branch of physical education and especially in the crouch start and hurdling, he showed a marked ability in imparting instruction. But for him, the names of C. K. Lakshmanan, Boosey, Murphy Williams, Srinivasan, D'Costa, MacInnes, G. D. Mani and several others would not have come into prominence as they did become familiar. He coached a few Indian teams before they took part in the International Arena. Middle distance running also interested him and many a runner of the kind mentioned owed his performances mainly to H. C. Buck's coaching.

AN UNEQUALLED STARTER

Who is it in India who has not heard of H. C. Buck's starting the flat races? In this phase of athletics, we are sure to get men but no one can do it with ease as he did and no wonder he was called upon to be the Referee and Starter in very many All-India Athletic Competitions, also the Indo-Ceylon Athletic Meet.

PIONEER OF OLYMPIC MOVEMENT IN SOUTH INDIA

But for H. C. Buck's tireless efforts, the word 'Olympics' would not have become a household word. Though he was only a

Joint Secretary of the Madras Olympic Association, no one can deny that he ran the show all by himself, thanks to his colleagues and his students. It was he who was responsible for conducting the first All-India Sports in Madras on the M.C.C. Grounds. It is a pity that he was not spared to conduct another All-India Sports Competition of a slightly lesser importance, the running of which he had gladly accepted only a few months ago. Victory pedestal and the March Past were introduced by him and what is more, with his wife's co-operation, the Madras Olympic Association also invited women of this part of India to take part in Athletics.

FOUNDER OF YMCA COLLEGE, SAIDAPET

The huge yellow building adjacent to the Cosmopolitan Golf Annexe was the result of H. C. Buck's effort to build a college for his Physical Education hobby. One should look up with pleasure and what is more with wonder the YMCA Compound which contains a number of playing fields and a very fine running track which was taken care of by H. C. Buck with fatherly attention. It was 14 years back that the Madras Government recognised the YMCA College and no wonder the institution went strong and more and more popular. Many young men were trained carefully —men even came from Rangoon and far away Kabul; and H. C. Buck's school was always considered a great and first class college for Physical Education. His appealing voice to the patrons of Sports brought ready response and the model hostel buildings were the off-shoot of his untiring work.

HIS CONTRIBUTION

Buck's rules of the various games have not ceased to attract the attention of the public. Chedu-Gudu, a pastime which is often dangerous to the participants, he made it scientific and less harmful. Atya Patya drew his attention also and here again we find his well thoughtout suggestions. He has collected perfect data for all the diseases, water scarcity, etc., and carried on Village Upliftment work and Rural Reconstruction in a notable degree with the willing assistance from his students, colleagues and friends.

HIS FINE WORK DURING THE WAR

H. C. Buck and his wife spared no pains to run a vegetable shop in Mount Road when the vegetables became scarce in the

city during the time evacuation was seen in Madras. YMCA College became a rendezvous for all the members of His Majesty's Forces and he was instrumental in building a club—a model of his own choice for the exclusive enjoyment and entertainment of the visiting troops. It is a pity that God had not spared him to continue his good work in this province for a few more years.

HELPED THE GOVERNMENT

The Government with pleasure appointed him the chief adviser in the field of education and his wife is also called upon to assist the Government in the physical education for women.

IRREPARABLE LOSS

It will take a long time for the breach left by H. C. Buck to be filled and in some spheres it looks as if there may not be anyone to take his place—in imparting instructions in hurdling and crouch start. Madras has lost a father, nay a founder, in the sports movement and what is more a person who had made the Government feel that the physical relaxation is many times more necessary than mental instruction. The menial physical instruction of olden days is no more on the stage but (now) the teacher of Physical education is respected and looked upon as one who had imbibed exceptionally classical training in physical education.

We hope the YMCA College of Physical Education will soon be styled as Buck's College, Saidapet ; and many patrons of sport will not forget to perpetuate his memory—a memory of which we in India will be proud of and will hand over to posterity with great eclat.

OBITUARY COMMENTS:

From The Young Men of India, Burma and Ceylon, September, 1943.

Notes and Comments:

CROWE BUCK'S name comes first in our thoughts this month, and how little we foresaw that it would! His place in our Movement was so fixed and accepted, his work so much his own creation, his personality, as some one put it, so strong and strengthening, that to his colleagues the news of his death at Saidapet on July 24, brought at first not only sorrow but bewilderment.

And yet, since late or soon the call must come for us all, how fittingly it came for Crowe Buck—at the top of his powers and in the midst of his loved work. The mysterious malady that struck him down so suddenly had been there unsuspected probably for more than a year, an incurable and wasting disease held at bay only by the physical discipline of his daily routine. Devotion to the practice of his profession had thus in all likelihood added to his life-work, instead of a slow decline, one last year of fruitful service—during which, unaware that his days were numbered, he guided the College through difficult times, helped to steady Madras in the testing days of the evacuation, threw open the College campus to the troops of the Allied Nations, built for them the Army Hut and the Leave Cottages, and up to the last hour of his life was calmly planning for the future of the College.

"If ever a man ran his race with a flaming torch," says the same letter, "it was Crowe Buck—and he has handed it on." At the memorial meeting in Madras, where the Vice-Chancellor of the University presided, one of the speakers said that the picture which lingered in his mind was of the race course with the runners lined up, and Crowe Buck with arm uplifted and gun cocked—" on your mark, get set........." The race must be run and who will now carry the torch? On the recommendation of the College Council, the Executive Committee of the National Council has appointed Mr. N. K. Mia, for twenty years a member of the staff, to be Acting Principal, and has asked Mrs. Buck to continue to serve on the College staff, with a seat on the Council and Executive. This decision will be welcomed by all who know the College;—from its

earliest days Mrs. Buck has shared her husband's work and ideals in a partnership which even now seems hardly to be broken. For Crowe Buck's spirit lives on in the College which he created, and the torch which has passed from his hand will not soon be quenched.

H. C. BUCK—IN MEMORIAM*

Died July 24, 1943

Mr. H. C. Buck, Principal of the YMCA College of Physical Education at Saidapet, Madras, died at his post on July 24th after nearly 24 years' service in India. The funeral was held next day, Sunday morning, and a large assemblage of friends and well-wishers of the College gathered at the grave, in front of the College, in the Protestant Cemetery near the College gate.

Mr. Buck's long record of service to India is a story of great achievement from small beginnings. Arriving in September, 1919, he was posted to Madras as physical director of the local YMCA, but very soon he became convinced that the most valuable service he could render to Indian youth was to pass on to them the knowledge and training in physical education which he had received in America. He challenged the idea still prevailing in India that physical and health education was a job for the retired drill sergeant, and set in its place the conception of a new profession, that of physical director—a vocation of high significance demanding education and special training, and incidentally opening a new career for young men of character and ideals.

Beginning with a group of five young men and using the facilities provided at the central building of the Madras YMCA, Mr. Buck by his infectious enthusiasm soon gathered around him increasing numbers of students. In 1923, the School was moved to the Royapettah YMCA where spacious grounds provided by the generosity of the late Canon Goldsmith gave room for outdoor work, and mat huts were built as hostels. Graduates of the School were now proving their worth as physical directors in schools and colleges, and in municipal service as superintendents of public playgrounds, and students came to the College deputed by Provincial Governments as well as by Missions and other agencies. Mr. Buck

* From The Young Men of India, Burma & Ceylon : Sept., 1943.

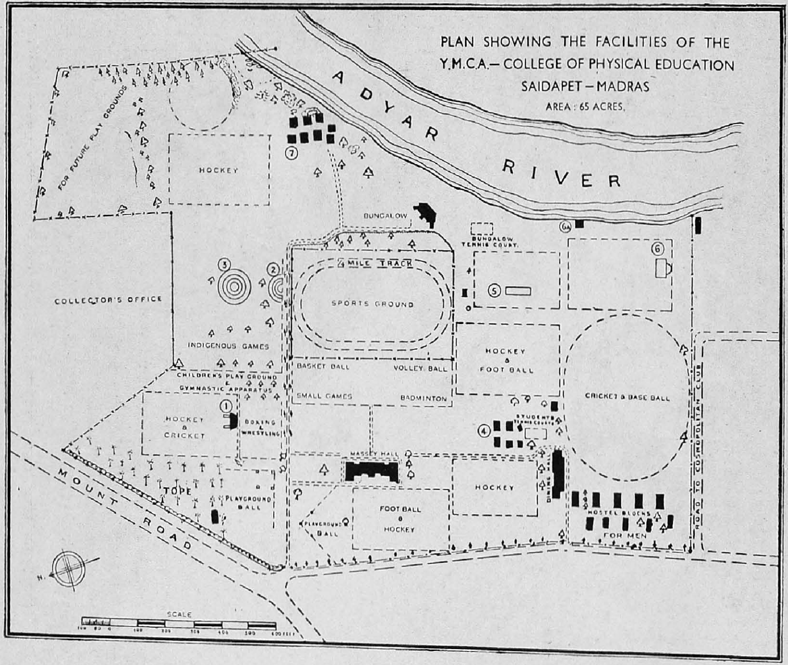


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Photo by L. K. Govindarajulu

THE PRINCIPAL'S BUNGALOW
The residence of Mr. and Mrs. Buck, 1934–1943

was made adviser in Physical Education to the Government of Madras, and Mrs. Buck, who is also a specialist in Physical Education, held a similar position in relation to women. The crowning mark of Government confidence was the grant in 1931 of 65 acres of land at Saidapet, where with money given by the Hon. Vincent Massey of Canada the present buildings were erected for a residential College, with extensive grounds laid out for games and sports of all kinds. Students have come from many language areas and from provinces and states in all parts of India, as well as from Ceylon, Burma, Thailand and Egypt, and the latest development has been the opening of the College to women, with separate hostels provided for their accommodation. The enrolment for the present session, of men and women, was over 100. Coming from all quarters, the community life of the student body has presented many difficulties, and the presence in the campus of Mr. and Mrs. Buck's home, which was open to all, has meant much for the building up of *esprit de corps*.

The unrivalled facilities offered at Saidapet have made it a centre for sporting events for Madras City and Presidency, and the grounds have also been thrown open as playing fields for the children of Madras schools who, under Mr. Buck's leadership, have attained a high standard in inter-school sports. Mr. Buck has interested himself in India's participation in the Olympic Games; his services have been in demand for Inter-Provincial Meets and he was chosen to accompany the first All-India Olympic team that went to Europe. Not content with the labours of the College session, Mr. and Mrs. Buck have used the College vacations for conducting summer schools and refresher courses for school teachers and others. Students of the College have been trained in conducting health enquiries and health clinics in the locality and the College staff have undertaken research work in nutrition and public health. During the last year welfare work for the troops has been added, and the Army Hut erected in the College Campus is one of the best equipped in India and is used equally by fighting men of all the Allied Nations.

The pioneer work of Mr. Buck in physical education has borne fruit in Colleges of Physical Education established by Government in other provinces, but the YMCA College has retained its premier position and Mr. Buck has continued to be consulted by

authorities from far and near on all matters concerning Physical Education.

His lasting memorial is the College which he created and the students, now nearly fifteen hundred, whom he trained and inspired. In them he sought to instill his own ideal of physical education, which he liked to sum up in the words of his Master—giving them a special meaning: "I came that ye may have life, and may have it abundantly."

ONE OF THE MOST TOUCHING AND EMOTIONAL OFF-HAND SPEECHES OF OUR PRINCIPAL (MR. BUCK) IN 1940–41

By N. P. Menon, B.A.

If, I, a foreigner in this land have failed to shape the lives of boys and girls in India during my 22 years of active service, let it not be said of you, that you have failed.

What any social order needs is 'character' more than physique and the present-day world badly needs it. India lacks not physique but mental and moral health and it is high time that the mental and moral character of the rising generation at least be moulded in right way and shaped in the best manner possible.

Future planning will mean, I hope much more to you, in not merely building the physique of the rising generation, but shaping their mental and moral character and lives.

What I should have accomplished during my 22 years of service and 55 years of life, comes to mean nothing, when I say that I have to feel for the first time the sense of defeat brought about by this perverted student. If you are going to be willing and strong enough to eliminate such undesirable elements who are suspicious, quarrelsome, selfish and cowardly to the core, then, you have done much more than I have.

We are interested in you and that is the reason why we want you to go out into the world with the right attitude to do good to the world to come. We might have been using humorously phrases like 'jelly-fish', 'old grandmother' and the like, but I mean and want you all to be back-boned individuals who could stand up boldly against and check the evils that are brought about by such perverted beings to society.

I talk to you today from my very heart and I talk to you, not as the Principal or the Head of this Institution, but, I talk to you as a father would talk to his children. You are all my children and many of you are of the age to be my sons and daughters and some of you even my grandchildren.

Indeed this is a vast difference in the moral and mental make-up of the young men of India and the young men of the West. I

think and I am convinced by my vast experience, both in the West and the East, that the Indian young men (athletes especially) are more 'foul-mouthed' than their Western brethren.

Teaching of Anatomy, Physiology and the like are terribly lacking in the Educational System in India. Several aspects of life should be given the proper place,—to be safe from foolish mental attitude that is wrong. Not enough care of the body is seen, even among the athletes! They don't properly train themselves and keep themselves fit. If they had more knowledge and appreciation of the body, it would have been much better for India. If there is appreciation and respect of the human body, then proper care would naturally follow. The average life in India is only 23 years. We need body* to develop a sense of pride in the minds of boys and girls of India.

Those aims and objectives are to be the mile-stone in your way to your destination (goal).

* Evidently the author intends to say, we need strong bodies.—*Ed.*

GURU BUCK

By **M. P. Abraham**

June did go and July did come
The Bucks were up in Saidapet.
The Bucks must work, for men must play
In Hindustan as in Yankee land.
Plain in style and plain in life,
Few in words but rich in deeds,
Broad in views and strong in moves,
In aim single and effort sincere.
Firm as a rock, meek as a lamb,
Soft as the Creeze, steady as the star
Harry Crowe thy life, thou lived
A blessing to thyself, a blessing to others.
The Burman's bows, Ceylon's salams
Punjab's pujas, Sindh's salutes,
The servants' sweat, students' respect
Soldiers' tributes, to thee belong
The thud of balls, the wack of willows,
The clash of sticks, uniforms, colours,
The gathering crowd, the evening sun,
Notes of whistles, the beat of hearts,
The dread attack, the stout defence,
The ball in game, the half time break,
The cackle of girls, the boys' guffaws,
The roar of fans, the lad's laughter.
Greets him, thrills him, cheer him, charm him
Day in, day out, year in, year out
From Boys and men, from turfs and tracks,
From farms and fields, from roads and schools,
" Shake your legs " you chaps over there,
The wars are over you fighters there,
" Never learn younger you veterans there,
" Six-thirty's six-thirty " his catchwords clear.
Whether it rains or whether it shines,
Whether it pays or whether it pains,
The Bucks must work for people must play
In palmy Ind as in Yankee land.

He cast his bread upon the waters
And fed the hungry in no small numbers,
He spread his net upon the deep unknown
And caught his fish in shoals renowned.
The seed you sowed deep and wide
Self-forgetting, self-destroying,
Is bearing fruits rich and plenty,
Enriching Ind, honouring thee.
God bless you, God bless us,
God bless all and peace with you,
Guru Buck, thou savant saint,
Thy spirit live in New World and Old.
Ye land of stars, Ye land of stripes,
Ye land of pioneers and of pilgrims,
For your scion of worth and wit
We thank thee sincere, we thank thee deep.

"WE HAVE NOT LOST HIM"

By K. C. Paul Chaudhury—(1935–36)

"Mr. Buck! Thou shouldst be living at this hour—India hath need of thee!"

YMCA College of Physical Education, Madras, aims at the education of the whole man. Those who are fortunate in reading in this College know Mr. Buck, its Principal, an all-India man of the present day. Mr. Buck is an American, but he is the man who has tried to bring about a regeneration in India by making her young men to live most and to serve best. He is the man who has attempted to realise practically many dreams of the modern Indian leaders. Who wants to see real Hindu Muslim unity in India? Let him kindly set foot in the threshold of my beloved YMCA College of Madras. He will see, Hindus, Muslims, Christians, Jains, Buddhists, Parsees—all, sons of the same alma mater, working shoulder to shoulder in the field, in the classroom, in the dining hall—all determined to form one sturdy nation. And Mr. Buck is responsible for this.

The man who has not seen Mr. Buck has not come in contact with his august but pleasing personality, cannot understand what we aim at saying about him. We cannot depict his character—it is very sublime. Say in whatever forceful language we may, cannot approach saying the half about his personality and activities—these are indescribable. Mr. Buck is to be felt and not expressed. Life, life, more life, abundant life!—is the idealism of Mr. Buck and he has instilled this idealism into his 1,500 sons who worship him today. The day is not very far off when all-India will reverentially pay homage to Mr. Buck for the pioneering work he has done to establish this high gospel of truth in this country. Mr. Buck's name will become a household word in India along with the other patriots of the country.

Now, it is hardly possible to believe that Mr. Buck, the very emblem of Life, Vigour and Vitality,—has succumbed to death. No, he cannot die. If Madras has foolishly and vainly buried his strong, agile and beautiful body—she has hopelessly failed to make an end of Mr. Buck. His spirit is soaring high in his 1,500 sons to

whom he was a friend, philosopher, guide and God. In the language of the greatest Bengalee poet we can say about him :—

> " You brought with you that immortal life,
> And in death you gave us that self-same life ".

So he cannot be dead—we have not lost him.

MRS. M. M. BUCK'S LETTER TO ALUMNI

Dear Students—Past & Present,

We must begin at once to pick up the fragments, and time and strength do not permit me to answer each kind letter individually. The Staff have suggested that a letter from me be included in the News Letter, so that you may have an answer to the two questions every one asks......" how could this have happened to one so vigorous, and apparently so strong ? " " And......what shall we do now ? "

The first question bring us face to face with one of the unsolved mysteries still baffling the scientific world. In April Mr. Buck stopped his motor cycle suddenly to avoid injuring a child, and very slightly injured his ankle. It was very slow to heal, and in May gave him much annoyance. When it finally healed, he developed a severe case of bronchitis, and on June 25th that suddenly disappeared when he had his first attack of a sort of nettle rash. That came and went so annoyingly, the many doctors who were helping him felt that he must have developed an allergy against a food or a substance. Many tests were made, and not only Lt.-Colonel Pandalai, our long-time friend, Dr. Rama Rao, the X-ray specialist, Dr. Pandit of King Institute and Dr. Guruswamy, but also the laboratory at Medical College were at his disposal. A vaccine was made against the allergy, and one dose of it was given eight days before he died. The reaction was severe and he was then willing to remain in bed. Until that time, although he had been forbidden to take the early morning classes, he had worked as usual, and was still absorbed in planning the year's programme. His last class was the Tuesday afternoon gymnastic lesson on July 13th, and on his last afternoon, July 24th, he had planned the Staff meeting for Monday, the 26th.

On Tuesday the 20th he was suddenly very ill, and after lengthy consultations the doctors first mentioned leukemia to me. But neither they nor the Staff nor I could believe it, as he was so eager to be up and about. The Staff took turns spending the night with us, and we had all been talking together Saturday afternoon the 24th, after he woke from sleep. He was so improved I asked that no one stay with us that night, and every one was feeling

so happy about his condition, as he was about himself. But at sunset as he and I were talking, his face suddenly changed and he must have known in a most wonderful way that the end had come, for he was mercifully given time and strength for messages for me. Dr. Rajagopalan came quickly and the Staff and doctors were summoned, but he was too swift for them. As he and I were alone together darkness fell, then suddenly all of the lights in Saidapet and Mambalam went out, and a great storm of wind and rain swept for a few moments down upon the world. But all about us two there was peace and calm as he quietly slipped away. Then the lights came on, the storm ended, the doctor and staff and Madras friends arrived and we knew that he had gone.

He is laid to rest in the little cemetery facing Massey Hall, and on the granite slab, there are the words he loved.

" They shall mount up with wings like eagles ; they shall run and not be weary ; they shall walk and not faint."

The night before he died, he was so improved, no one stayed with us, and for hours we talked about all he planned to do before the Silver Jubilee. When I remarked that we would all rejoice then for all that he had done, he quickly replied, "Nothing has been done yet, except the foundation ". As we try to continue what he began, we must remember that he was never satisfied but was always planning, always building, to meet the demands of the changing world, and viewed everything as merely one more foundation-stone in an abundant life for India. For he looked upon life as a continuation, never as an end in itself. And so we must look upon our work, now that he has gone on ahead of us, as a continuation of all that he began, and slowly, so slowly aching grief will be changed into gratitude, and into courage.

So many of you ask me " Why ? Why this to one who to earthly eyes and wisdom seemed so necessary ? What took him from us ? " We think now that his Mother, who died so young, was also a victim of this mysterious disease, which in layman's language may be called a " tumour of the blood " in which for some unknown reason the white cells grow wildly, and medical science cannot yet find a way to check them. The microscope indicated that he too had leukemia, but his energy and strength seemed to deny the scientific fact. He had no suspicion that he was really ill and was certain that he had only developed an allergy to some-

thing, and told me that he felt sure it had begun last April, 14 months ago. The trouble did begin then, but it was the fatal leukaemia, not just an allergy. A new theory advises that since there is no remedy, the only palliative for the disease is vigorous exercise, out of doors, everyday, and ceaseless physical activity. This holds the disease at bay until the last moment, and permits an abundant life to the very end, instead of the slow, sad invalidism to which one was formerly condemned. It is such a comfort now to know that his profession and the selfless days he lived, were his final triumphant gift to his crusade for an abundant vigorous life. Unaware that he was seriously ill, oblivious of the fact that he was dying as nobly as he had lived, he left us as he would have wished. For he had told me once that he hoped to be spared a feeble old age, and to go out quickly, falling forward and smiling, as one who falls while clearing the last hurdle. We must give thanks that his wish was so beautifully granted to him.

In his papers I have found this.

"If I should die, and leave you here awhile,
Be not like others, sore undone,
Who keep long vigils by the silent dust and weep,
For my sake, turn again to life and smile,
Nerving thy heart and trembling hand to do
Something to comfort weaker hearts than thine.
Complete these dear unfinished tasks of mine,
And I perchance may therein comfort you."

A friend has sent me this :—

"I know it is outwardly loss to us though even directly we may gain more than we lose by their joining the more active side of the communion of saints, but I keep on feeling what it must be for a man as good as he to be able to push aside this fussy veil of the body and look unblinking at the light, never again, maybe, to be distracted, unintentional, unaware, always concentrated."

In so many of your letters you ask what can be done now I am asking Mr. McLelland to inform you of the plans made this last week with so much prayerful thought by so many good friends of the College, who are confident with me, that the work must go on. Some have written me despairingly, BUT WE MUST NOT DESPAIR. He laid the sure foundations and upon them we must build. Then, after we too are gone, others will go on building

upon our uncompleted structure. It would be an utter denial of all he lived for, if now we faltered. It will not be easy, but we must have faith that this is all in God's plan.

> " He writes in character too grand
> For our short sight to understand
> We catch but broken strokes and try
> To fathom all the mystery
> Of withered hopes, of death, of life
> The endless war, the useless strife
> But there, with larger, clearer sight
> We shall see this—His way was right."

Slowly we shall follow all that he had planned and carefully we shall work, so that nothing he began is lost. The days will be difficult and long, as were many of his days. For he was a pioneer, splendid in vision and strong in purpose. We—his wife, his staff and his nearly 1,500 students—follow in his steps. We cannot hope to be as strong as he was, but

> " He will not send thee into the forest to fell an oak with a penknife.
> If he calls thee to do what thou never didst,
> He will give thee strength that thou never hadst."

Together—staff and past and present students, we shall march steadily forward, toward the abundant life he so beautifully and unselfishly lived.

NATIONAL COUNCIL, YMCA, 5, RUSSEL STREET, CALCUTTA

August 2nd, 1943.

Dear Friends,

The news of the passing of Mr. Buck will have come as a shock to you as it has to all of us of the National Council, YMCAs. Crowe Buck has gone from us, but his spirit lives on. No one in our movement has given himself with more whole-hearted devotion to the service of Indian youth. In his chosen sphere of physical education he has made a unique contribution to India, a contribution which remains embodied in the college he created and in the students he trained, numbering nearly fifteen hundred. Into their minds he strove to instil his own high conception of the physical

director's mission, using those words of the Master which he loved to interpret in a special sense; "I am come that they might have life, and that they might have it more abundantly."

Crowe Buck lays down his task in his 59th year, after 24 years' unceasing service for India. During all these years, Mrs. Buck has been the partner of his labours, sustaining him in disappointment and in success, and giving herself to the cause which meant so much to both of them. To her our deepest sympathy goes out in her bereavement.

During the past few days the College Council has met and arrangements have been made for carrying on the work of the College. Mr. N. K. Mia has been appointed as acting Principal and I am confident that I speak for all who have been associated with the college when I say that Mr. Mia and the members of staff may be assured of every possible support and co-operation that we can give them all at this time.

Sincerely Yours,
D. F. McLelland,
General Secretary.

OBITUARY

From the Bulletin of Army Depot XIV.

It is with deep regret that we have to announce the passing away of Mr. H. C. Buck, Operational Superintendent, Depot XIV, on Saturday, the 24th July, at his residence in Saidapet, after a short period of illness. Even up till a fortnight before his death he was active in the field of sports.

Mr. and Mrs. Buck came out to India from America in 1919. During the twenty-four years of their stay in this country, they have made themselves an integral part of the life of this land. The YMCA College—a pioneer effort—has grown under their loving care into an All-India institution, to which students crowd from all corners of the country. Their house became a meeting place for all men and women of goodwill and understanding whatever their country or community. The citizens of Saidapet have cause to be grateful for their efforts in removing the scourge of leprosy from their midst.

When War broke out, they added to their already immense share of social service. Mr. Buck became Operational Depot Superintendent of Depot XIV. Mrs. Buck took up the canteen side of the work. This did not exhaust their contribution to the war effort. They also opened a canteen where the Fighting Services had an opportunity not only to meet servicemen of all countries but also civilians, thus promoting an understanding between the civil population and the fighting forces. The splendid playing fields of the college were thrown open to the men of the forces for recreation. During the exodus from Madras of last year, Mr. and Mrs. Buck opened an emergency market of vegetables, fruits, milk and eggs in a sadly depleted city.

Mr. Buck's dislike of ostentation, his sense of humour, and his energy were a source of inspiration to his fellow workers. His many friends—Indian, European and American—who made up the sad group at the funeral are a striking testimony to his lovable quality.

It is, however, difficult to speak of the Bucks individually. For in all that they did, they were inspired by a common purpose and a common devotion. To Mrs. Buck our heart goes out in sympathy for her grievous loss. On her shoulders, has now fallen the burden of two. May she be given the courage and the strength to carry on the good work!

MARIE M. BUCK'S CIRCULAR REPORT OF H.C. BUCK'S DEATH

The YMCA College of Physical Education, Saidapet.

27th July, 1943.

Dear Friends :—

I think it will be easier if I write a letter that may be sent to friends who are away from Madras. Crowe left us so suddenly, very few know that he had been ill, nor had it occurred to him, that he was afflicted with anything more than a passing illness. As briefly as possible, the events as I remember them were thus :

Last hot weather, 1942, was a very difficult year in many ways, culminating in the evacuation of Madras. We did not go away for a holiday. He had never been very keen on them, and felt

especially strongly that he wanted to be at home. I thought he looked tired and finally got him to be examined. His haemoglobin was found to be normal, and he decided that what he called a 'peculiar tired feeling' was just natural discouragement. We had such a happy busy college year, beginning with July 1942. There was much to worry him, with the year, beginning with July 1942, with the political tension and so many strikes. He was grateful because our students remained steady. In December, I thought he was not eating properly, and again persuaded him to see Lt.-Col. Pandalai, our doctor and dear friend. Again no anaemia was reported, but now the Colonel tells me that when he looked at Crowe's eyes he saw something that faintly disturbed him, but Crowe strode into his office so vigorously, and we all had so much to make us weary those days, he said nothing as Crowe laughed at the idea of a complete examination. Since nothing could have been done, I am so thankful now that he did not know, but came home so happily to laugh at my fears and plunged into work again.

It was a good college year. And the Hut was opened and how he did enjoy it! He had such a happy flair for that kind of work, and it was, he said, the happiest recreation he had known. Then money was given for the leave cottages, and they were begun, and building was such a joy to him as always.

Then in April he stopped the motor cycle so suddenly one day to avoid hurting a child, he burnt his ankle on the exhaust pipe. It stubbornly refused to heal. He became devoted to a flit gun, as the least mosquito bite irritated him extremely, and I am so glad now for the reckless way in which I bought flit for him. He had decided that we could not both leave the Hut at the same time and wanted me to take a month off, as I was tired he thought. But I could not bear that idea, so we compromised on a fortnight for me, and then one for him. While I was away, he did not let me know that his ankle was very bad, and gave him lots of pain. But it did heal, and when I came home he was all right. It was so wonderful to be home with him again. I could hardly bear it when he was going off, and he did not want to go. But finally lectured me with a smile and said that I must learn to get on without him, and we laughed so much. Once after we were married, I saw him off, staying until the train left, but I have never done it since

so that night he was very firm with me, and had me leave at once, before the train moved off.

A few days after he had gone, I was shattered by a letter from Dr. Robert Goheen, telling me that he was worried about Crowe, as he had found a condition in the left lung he did not like. I wired madly, and wrote, but Crowe scoffed at the idea, and said he only had bronchitis and would soon throw it off. He simply hated his time in Kodai, as the weather was cold and rainy, and he could not get warm. But he has been like that for some years now, and blamed it on the weather. It was a wonderful home coming and we went to the Doctor at once, and by 4 p.m. that day saw them again, and were told " No tuberculosis ". I noted that they did not say " you are perfectly all right ", but waited for a chance to see them alone. A few days later Dr. Robert Cochrane, our dear friend came in, after having shown films to other doctors, one of whom suspected a growth on the aortic arch. At once I raced to Col. Pandalai with this terrifying news. He had not seen any such condition but said he would take new pictures. It seemed such an impossibility, I told Crowe, and he was equally surprised and said he could prove that at once, so had fluoroscopes and more X-rays next day. They showed that the swollen glands in the lungs were reduced and nothing else. But the urticaria or nettle-rash or whatever you call it that had begun the night he came from Kodai, returned at irregular intervals, and was so painful. Meanwhile, a series of blood tests were under way, and also of all the body products. The most revealing feature was an increase in the white blood corpuscles, and an excess of the red too. But he had no symptoms except loss of appetite, hives and a feeling that he described as being not quite fighting fit, but steadily better. He was told not to take all of his classes until the rash attacks subsided, so he took only lectures, not morning classes. But took evening work. His last class he took just 2 weeks ago today and came home from it feeling very giddy, and with all of the glands swelling so painfully. We went to the doctors again in the next morning, but the vaccine against this obscure allergy was not to be ready until Friday. He had it, and a violent reaction, which put him to bed. This was just 8 days before he died. So, over the week end, all thoughts were on that. But on Monday he was apparently so well again, it was planned to give him the vaccine again on Wednesday last. But

Tuesday today week, his liver was extremely enlarged, and he began to breathe like one who has run an exhausting race. This did not alarm him, as he knew it was due to the liver pressing up on the diaphragm. But he was suddenly so ill, I was completely terrified, when away from him. All of the doctors came again for not only was Col. Pandalai, Dr. Rama Rao and his X-ray Institute, and Dr. Guruswamy, and Dr. Pundit and King Institute labs but Medical College lab also at his disposal. They told me, when I begged for the truth, that the blood picture was bad. It looked like leukæmia (of which I had not then heard), but how could it be, when he was so active? Or it might be a sudden and ravaging cancer, for which nothing could be done and the X-ray to be taken at once would show that. Or it might be glandular fever, but if so, why no fever? That evening they told me that the X-ray revealed nothing except the congested liver and there was no indication of cancer. He had an Omnopon injection for sleep and a lovely night. Early the next morning, when Col. Pandalai phoned I astonished him with the news that he was sitting up in bed, drinking coffee, and talking about getting up. Our joyous relief was simply beyond words, and how he made us all laugh. More blood was taken for test and after such a happy day with much planning of work, they told me Thursday that it must be glandular fever. It did not quite add up to that, but it certainly added up to nothing else. So we told him, and that he was the first case recorded in the Presidency and he said he did not care for that kind of fame, but only to be allowed to get up again. Friday he was not quite so well, as the glands swelled again, but very happy. That night was a bad one, restless and hard breathing. Saturday morning he asked for another injection, and I was terrified again with a deepening of that sick, lost feeling that had haunted me all week. He had urged me to take classes as usual, but I could not leave him, though I am certain he had no idea of my fears. It seemed to me that he grew quickly worse, but the doctors were so sure that it was only a phase, and said they did not wish to change their diagnosis, and with the decrease in gland swelling the liver congestion would go; and he would slowly be all right. He slept happily under the drug from noon until 5-00 and woke so rested. The staff came to see him, and he joked with them. Then Mrs. Hayles came. She is a trained nurse, and holding his hand before she left, took his pulse. Made an

excuse to go, and went home and phoned Col. Pandalai that he was going. But of this I knew nothing. She knew I could not leave him, and we were planning the work as usual, and admiring the lovely flowering trees, when he suddenly asked me to go and phone Col. Pandalai and thank him for the lovely sleep and for everything. I said I would phone later, but he urgently asked me to phone *then*. So I did, came back to sit down again, and saw such a surprised look come over his face. I asked him what was the trouble, and he said nothing except that he felt a little nervous. I noticed that his left arm which he had curved over his head, with a grip on the head of the bed, was shaking slightly and told him it must be the effect of the drug. He just smiled at me, and asked me to kneel down and put his arms around me. And then he said such *lovely, lovely* things to me. I asked him why he thought I needed such praise now, but he asked me to kiss him and then listen. So I did as he told me again such lovely things, but as he fell silent, I noticed that his fingers were cold. He looked so well, but in sudden terror I felt his feet and they were icy. I called the servants, sent the car for Dr. Rajagopalan, our dear college doctor who had been in constant attendance too, and for hot water bottles and blankets. We worked over him, but I saw him slipping. The doctor came, took one look at him, and hastened an injection, then ran to the phone for Col. Pandalai, returned, and said to me " you have only 10 minutes and that he would phone for friends. I asked him to send the car for the staff. Crowe heard me and smiled, and said so beautifully, 'Please do not do any more, just kneel beside me again.' So I did and begged him not to leave me, as I could not live without him, but with the loveliest smile in the world, he said, 'Oh yes, you can, for I'll be holding your hand all of the time.' So many times in these 27 years he has said that to me, when I was about to do something beyond me, and it was so dear and familiar, it steadied me. His last words were, 'Put your head on my shoulder,' so I kissed him again and he kissed me, so softly, and as I laid my head on his shoulder, all of the lights in Saidapet and Mambalam went out, and for a few moments there was a great storm of wind and rain. But all about us there was quiet, and peace, and he slipped away so softly I really do not know just when he died. Then the lights came on, the storm ceased, and staff and friends came. All so sorry they were not with me. But not for

anything would I have changed those moments, nor had anyone at all there. Never have I heard nor read of anything so beautiful, not of such a gift left to a wife. We were so close, I fear I could not endure these crushing days but for that farewell. The staff and students arranged the service for him. He lay in state here in the house that night, and in Massey Hall next morning. He lies in the little Christian cemetery in the entrance corner of the compound facing Massey Hall, and all that he built for India.

When the doctors came, I begged them for the reason, and they saw him and said that it was leukæmia. That blood picture stared them in the face, but how could it be, they felt, when he was so active, so vigorous. From that he told me of his mother's death, it must have been the same I think, and it is the utmost triumph for his strong body and his will power that he overcame his doom for so long. He had always said that he wanted to go out swiftly, like a runner falling at the last hurdle, facing forward and smiling. And so he did, and it is the final mercy I think that although he must have been stricken over a year ago, he never knew it, nor even faintly suspected that he was anything but indisposed. Had we known, so much would not have been done this last year, so many new things not undertaken. Surrounded by the loving kindness of his innumerable friends, I have been given the strength to live through these first three days. To-morrow the dear McLellands come, and with the staff we shall plan somehow to carry on.

You know how he disliked pomp. So for his resting place, Wallace Ladden is securing for me a plain heavy granite slab and on it there will be cut simply his name, and the verse he loved

> They shall mount up with wings as eagles;
> They shall run and not be weary;
> And they shall walk and not faint.

MARIE BUCK.

FORMER WICHITA FOOTBALL COACH BUILT CHARACTER IN "HIS BOYS" AS WELL AS WILL TO WIN

By Albert L. Schell*

The death of Harry Crowe Buck in Madras, India, about a month ago has passed scarcely noticed. It is deemed by the writer that such a person as Mr. Buck should receive a proper recording in his former home. "Crowe", as he was known by his many friends was not an ordinary individual. He came to Wichita in 1912 to become the head of the physical training department of Wichita high school. He arrived unheralded and unknown but in a few short months his friends were legion and his influence on his pupils and associates was outstanding. His training at home and at the Springfield YMCA College has given him that insight and that Christian character that made him a leader among men. In my humble opinion, no person could have done more to shape the destinies of his associates than did Mr. Buck. He served three years at Wichita high school and two years at Fairmount college in his chosen work.

Mr. Buck started right in not only to build good athletes but good men. He instilled in his teams good sportsmanship and real competitive spirit. He taught good, tough competition but insisted that every man play the game right. He did not teach victory at any price but victory for the best team. His system of good sportsmanship and fair play built personality and character among his men. Mr. Buck was a fine athlete himself but it was his radiant personality that inspired his men to do their utmost in their chosen game. He knew how to get the best efforts from his players which is the essence of a good coach. He overlooked the common mistakes of his players but maintained a stern discipline which was the reason of his marked success.

FOUNDS ATHLETIC PROGRAM

He was the founder of our present-day athletic program in our high schools. He started the intra-mural system and insisted that every student take some form of physical training. He strove to build strong bodies as well as strong minds and the men that he

*Quoted from the *Wichita Eagle*, Sunday Morning, September 5, 1943.

turned out provided the answer. When Mr. Buck arrived at Wichita high school there was no established athletic program and the teams had been only mediocre. In a few short months, his teams in football, baseball, track and basketball were among the best in this section. His fame, as a coach and as a man, spread and his teams were invited to play at many distant points. Rival coaches contacted him for counsel and advice of which he was pleased to give freely.

During his short stay in Wichita, Mr. Buck through his fine personality and character had helped to shape the lives of many outstanding boys. He helped to produce so many good athletes and good men that I can only mention a few of them. Skip Hinman, a four letter man, took up the physical training work and became famous in this field. Eddie Wells, an all valley fullback at Kansas State, was among the best in many sports. Tomm Hopkins became a star in football. Cassidy was an all around star at Ottawa University. J. Earl Schaefer became a star athlete at West Point and the Harms boys played brilliantly for the University of Kansas. There were many other fine athletes among these being James Ingham, Errol Kirkpatrick, Bill Elem, Dan Dwyer, George Hewey, George Dickerson, Harold Young Meyer, Bruce Meeker, Paul McCreedy, DonMeeker, Elwyn Dubois, George Haun, Charles Hannah, Torby Fletcher, Clyde Key, Orville McCandless, Charles Holicks, Harry Christopher, James W. (Jim) Ross and Les DeWitt.

MOVES TO FAIRMOUNT

After three years of unusual success at Wichita high school, Mr. Buck was appointed the head coach and in charge of the physical training department at Fairmount College. In those days Fairmount College had slumped to a new low in athletics. Mr. Buck, by using the same methods as before, in two years again placed Fairmount among the best in the college class. He held his old friends and made many new ones and his fame became even greater than before. He was offered many new assignments and even turned down a chance to coach in the Big Six Conference. While at Fairmount, Mr. Buck met and married Marie Dixon of Derby, Kan. He received an offer from the YMCA to go to India and he buckled on his armor of goodwill and service and accepted the call. He went to India because he thought that he could do more good there

than in Wichita. Mrs. Buck has been of much help to Mr. Buck in his untiring efforts in India. His 25 years in India was an outstanding achievement and a great help to those backward people. He received many commendations from both the English and American leaders for his good work. He took a track team to the Olympic Games in Paris and made a creditable showing with his green material. A noted YMCA official once said that Mr. Buck did as much as any individual to cement the ties between the Indian people (and the American Democracy ?—Ed).

HARRY BUCK, LEADER OF YMCA IN INDIA

Founded Physical Education College in Madras.
From the "New York Times", July 28, 1943.

Harry C. Buck, Principal of the YMCA Physical Education College in Madras, India, died recently in Madras, according to word received here yesterday by the International Committee of the YMCA.

In 1919, Mr. Buck and his wife, Marie C. M. Buck, went to India and organized the college, first of its kind in India. Then there was not a single educated Indian teaching modern physical education. Today there are more than 1,000 " Y " trained men teaching the principles of health and recreation in schools, playgrounds, colleges and YMCA centers, as a result of the pioneer labors of the Bucks.

Mr. Buck was Adviser to the Madras Government on physical education, and received the Kaiser-i-Hind Medal in 1932 for service to India, as did his wife.

When most foreigners left Madras in the spring of 1942 owing to the threatened Japanese invasion, the Bucks stayed behind to serve the thousands of Indian students and hundreds of British, Indian and Canadian soldiers. Another crisis arose with the strike in Indian schools and colleges after Gandhi's arrest, but Mr. Buck persuaded all his students to remain at the college instead of taking part in the demonstration.

Born in Liverpool, Pa., Mr. Buck was graduated from the YMCA College at Springfield, Mass., in 1910; later studying at Harvard, Wisconsin and Columbia. Before going to India he taught physical education in Wichita, Kan.

He leaves a widow.

Circular Letter to Friends from Frank V. Slack:

INTERNATIONAL COMMITTEE YOUNG MEN'S CHRISTIAN ASSOCIATIONS

347, Madison Avenue, New York, N.Y.

September 4, 1943.

Dear Friends,

During the past week I have received letters written by Marie Buck, Charles Paterson and Jack Dunderdale before and after Crowe's death, and also one from Faith Parmelee, formerly General Secretary of the YMCA in Madras, who happened to be there at the time and attended the funeral. I pass on to you now the gist of these letters:

First, a paragraph from Jack Dunderdale's letter to his wife, written July 30th, six days after Crowe's death:

"The end of the last college session found both Crowe and Marie tired, but they put it down as the natural result of a very strenuous year's work, made even more strenuous by the activities at the Hut. Because they felt that the work at the Hut should continue uninterruptedly they decided to take their brief vacations separately. When Crowe arrived in Kodai early in June, the weather was anything but pleasant. Dr. Goheen checked him over and said that he was not to play any tennis and advised him to have some X-rays taken after he returned to Madras. What with the weather, his restricted activity and the fact that he was alone, Crowe wasn't very enthusiastic about staying in Kodai any longer than he had to. Col. Pandalai, Dr. Cochrane, Dr. Benjamin and Dr. Goheen, all agreed that there was no indication of any lung trouble when they saw the X-ray plates. Bob had been worried on that score. Meanwhile, however, Crowe was bothered by hives and glandular swellings, especially the lymphatic ones. Dr. Pundit and other specialists were summoned and they finally decided to make a vaccine and give Crowe some injections. These appeared to help, but they asked Crowe to remain in bed for they were not sure just what was causing the trouble. They suspected several things, but according to Marie's letters, ruled them out one after another, as they completed their tests. All through this, especially the last week, Crowe was bright and cheerful, joking with the doctors every time they came to see him."

On July 22nd Marie wrote that the diagnosis had been narrowed down to leukaemia or cancer, with Crowe, alternately very ill and encouragingly relieved, but throughout cheerful and steady. As you know from the cable of July 26th, it proved to be leukaemia and for that there was no help. The condition appears to have been developing for at least fourteen months, but, of course, was not recognized and Crowe never stopped working.

Faith Parmelee's description of the funeral I quote at length:

"The Funeral was at 10 o'clock at Saidapet at the College. We drove out and found crowds gathered in and about the main college building. The casket lay embowered in flowers in the open court where on either side stretched the playing fields he had laid out, the trees he had planted and the buildings he had dreamed. I was greatly impressed by those who had gathered, the students, men and women, the YMCA staff members and men like Dr. Hensman and Mr. Ananda Rao, I.C.S., men and their wives, people from the College, some from the missions and the few Americans, men from the forces—men and officers—who had had such wondrous hospitality from them, the servants of the place and chokras, and his own College staff. Dr. Fergusan read, with a voice which broke many times, the beautiful and comforting passages from the Bible and then offered prayer. The burial was out in the field in front of the building but a little distance away were the great beautiful trees which make it like a parkland. At the grave were a few more verses and a short prayer. That was all, but the crowds that gathered were one in carrying heavy hearts and in sympathy for Marie. She came quietly into the building at the last just before the service and took one last look, scattered a few flowers and turned away and sat with bowed head with the people who had gathered. She was outside sitting under the tree but did not go to the side of the grave. And because there was some delay in the grave being ready, went away before the end. A few spoke to her. Mr. and Mrs. Batchelor and Mrs. Hoyles seemed to be with her and I believe Govind Swaminathan and his wife had been there all night helping to make arrangements, I tell you all these details because you can visualise the setting and know the people."

The McLellands reached Madras on the 28th of July and stayed with Marie until the fourth of August. Marie refers particularly to the comfort she had from their presence: "Dr. Paul

Harrison and his wife, of Arabia, were due August 20th for a week. She plans to stay on :

" Letters offering to help me pack shocked me. It never occurred to me not to stay. 'Crowe would be so ashamed of me if I left now and it would be the end of everything in my life that now has meaning.' Marie will do additional lecturing, attend staff meetings, take a place on the College Council and act as secretary of their New Planning Committee, continuing also her own work.

" We are determined that all he planned shall be carried out, while cherishing all traditions and methods. It is comforting to realize now that nothing in my life that was important is now trivial, and nothing trivial is now important. And so it is with the College......our dearest hope is to save all that he had done, and to carry forward all of his plans. The staff, with me, are anxious lest reputation now suffer, and influence weaken. It is a tribute to him, that though so stunned, we go on. No one could quite manage classes on Monday and Tuesday, but since then we continue just as he would wish us to. As Mia said, he was a stickler for punctuality, so we must all now be ahead of time. Waste paper or rubbish anywhere maddened him......this compound must be kept spotless. Order and discipline meant so much to him, we must be disciplined and orderly for we know now how much his stern bodily discipline saved him for us."

Of course the shock to Marie has been terrific :

" It is a desperate struggle still......I realize now how wounded animals feel when they blindly drag themselves along familiar paths to dubious comfort......I know that one day... I shall laugh again and rise to meet the day eagerly......Just now, I live one day at a time, grateful that with so many broken hearts the world over, I may give thanks for his work and the privilege of helping so many others who stand shoulder to shoulder with me now to save and strengthen it."

I must not lengthen this letter further. As I write I see him at work and in his vivid household. And I thank God for him and for his living remembrance, as I know you do, too.

Sincerely Yours,
FRANK V. SLACK.

ABSTRACTS FROM LETTERS

ABSTRACTS FROM LETTERS*

Mrs. Carrie Simpson, Kolhapur :

Each heart knows and bears its own sorrow and only Christ's strength given at such times enables one to go on with life......I hope you will be able to feel that your loved one is not dead but gone to a fuller, richer life in His service.

Mrs. McLean, Madras :

Who can ever replace him?

Mr. Paul Pushpanathan, Advocate, Cuddalore :

The loss is a terrible one to the Movement. It is most unfortunate that he should pass away at a time when his work in the sphere of physical education was bearing abundant fruit.

Mr. J. N. Jayakaran, Podanur :

He was a good and able man and very affectionate to us all... He was indefatigable in his work and was a great example to all those known to him.

"Helen"—Girl Alumnus :

Mr. Buck—when I write this name tears come to my eyes.

Rev. Mother Superior M. Canice, A.C.—St. Cecily's Convent, Udipi :

...Mr. Buck was an exemplary gentleman—upright in all his actions and most pleasing to God and Man.

Gangoo K. Bhinoy, Nagpur :

...To his life I look for guidance and courage...He was the only one who, instead of mere talking, put his principles and ideas into practice and showed us all that life is work.

C. S. Sivabhagyam, a girl Alumnus :

His death affected me very much...must be a terrible grief.

H. R. Charles, Vellore :

...We can never, never forget his kindness and love. He has set a high ideal in life for us.

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* These are only a few, selected at random. —*Ed.*

B. L. Gupta, Baramullah (Kashmir) :

...His death has cut short a career which had still long years of usefulness before it...I shall not be able to stand the sight of the mere building without its builder.

" Mercy "—a girl Alumnus of Kasergode :

He was like a father to all of us.

T. Seshagiri Rao, Chittoor :

...India can never forget what she owes to him...his spirit and teachings would guide us...to fulfil his desire of building up a strong and healthy Indian Nation.

P. V. Sankaran, Vaniambadi :

...Rendered unparalleled service for the cause of Physical Education in India and particularly to our Province.

C. Kalyanasundaram, Coimbatore :

...I read through the news column again and again to make myself sure of it. It is a great loss to our country...He was loved by one and all, especially his students.

W. Hindle, Indian Army Base P.O., No. 1 :

...Add my sincere tribute to the wonderful work which Crowe has done for the Kingdom and India...I know Crowe will live in the lives of hundreds of his old students...But let us thank God for a great innings and a wonderful score.

K. S. R. Krishnamurthy, Masulipatam :

...What a strong will and strong character he possessed :

A. K. Varadan, Gopalasamudram :

...It is a national loss.

T. Roberts, Kadri :

...May his noble example shine always as a beacon light to the youths of India, and may the seeds he has sown blossom forth all over the country...His name and memory will always be loved, revered.

L. K. Adhikari, Chatrapur, Ganjam :

...We had very high hopes of the improvement of our position under his guidance and advice.

P. J. Devassy, Chowghat, S. Malabar :

We can't forget his affection towards us.

M. R. Sridara Chetty, Walajapet :

Indeed the Lord loved him and took him.

T. Abraham, C.P.O S/M, Eagle Ship, H.I.M.S. Khanjar :

His selfless service to his fellowmen will earn him this eternal reward—the happiness which " the eye hath not seen nor the ear heard."

Vimala Soad, Kashmiri Gate, Delhi:

It seems incredible that Mr. Buck has died. Dont know why God has taken him...He has left behind an immortal name...that will rule his pupils.

Mary Christian, Ramnad :

...It was he who brought fame and name to our Institution.

T. A. Pandurangam, Kanchrapara, Bengal :

[The original language of the letter is given without correction. The writer says he is the younger brother of an old boy...Ed.] He has been a very noble man and had brought forward a few hundreds of students to form a healthy nation in India with a sound principled life.

P. Lakshmy Ammal, Erode :

...One great personality has disappeared from our land.

Kishan Lal Bhatia, Sialkot :

...Unfortunately India has lost a great man who was solely responsible for bringing up Physical Culture to the present standard.

K. Benjamin, Kurnool :

Our Hope and Foundation have been washed away.

Jagadish Chander, A.D.I., Of Schools, Sialkot :

...His departure from amidst us has made him all the more sacred to us. His race shall be continued with a redoubled vigour. Then his inspiration, now his pervading Spirit will guide us.

S. C. De, Ballygunge, Calcutta:

His work will always keep him alive amongst us.

The Women Students of the Madras Medical College:

We...regret to hear of the death of Mr. Buck—who had been taking such keen interest in Physical Education.

K. Isaac, Mission Reading Room, Tirupati:

...What a shock! This is indeed a big loss to you, to the Institution, to India and to the World.

Wyn. Collin, The Shacks, Raison, Kulu:

The two of you had made of it, and of your life such a fine thing, both with hearts and souls in it—and now, it makes me wonder...and everything around you there—as I remember so well—radiated your great heart and kindly friendship—and now...

Eleanor McDougall, Richmond, Surrey:

...Such wonderful work you have been carrying on together, and just now, when things are so dark and tangled, to lose that steady, never flickering light. One can only think that the purpose must be superlatively good that would want such a withdrawal.

Wilson Hume, American Repatriate, from M.S., Cripsholm:

...What a great heritage he has left us,—and what a grand job of service and of Christian Leadership he has done, together with your own dynamic self. You too have been truly creative at Saidapet.

V. Raghunatha Iyer, Retd., Educational Officer, Madras Corporation:

...He has done more useful work to India than most great men

C. Rajagopalachari: **(Now H.E. the Governor-General of India.)**

Dear Mrs. Buck, Your husband's death must be a great blow to you. But your grief is shared by so many loving young men in this country, that it may be possible for you to say to yourself—Well, his adventure is finished. So will everyone's one day. Why should I grieve!

F. Quay: Writing from the International Committee of the Young Men's Christian Association, New York:

Our Association Family is closely knit in our great job overseas that the going of one of our members always brings a keen sense of personal loss...You and your husband have meant more to Egypt than you can realize. Your contribution to Egypt, through Hussein (Orphy) has been truly momentous. He returned to his job at Kem Orubo where he continued for some two years doing great work with the fifty thousand people on that big agricultural project. The Government took notice of him...to use him in their village improvement scheme...Altogether he is reaching at least 250,000 of Egypt's poorest and neediest people...you and your husband have had a very real part in this demonstration of the spirit of Jesus by a Spirit-filled Muslim in a Muslim land.

Lawrence Locks Dogget, Longmeadow, Massachusetts:

Dear Mrs. Buck, We wish to extend our heartfelt sympathy in your sorrow which is ours also. We have spoken so often of you both and of our wonderful visit to Saidapet and the School—I have given quite an account of it in my book on the story of the College. Crowe Buck was one of the most distinguished of our 4,000 Alumni and I have always been proud to speak of him on presenting the work of our College. He will be mourned and missed not only by his class-mates and the alumni but by a wide international circle. I was impressed with the wonderful spirit and community of life animating the 100 Indian students at the College. Here were Indians of all castes, eating, living and playing athletic sports together...

Alvah S. Miller, Jerusalem:

...I don't know of any other institution that can so uniquely be looked upon as the creation of one man, as the College. I know how nobly and efficiently you (Mrs. Buck) have co-operated in it all, but even so it really is Crowe's creation.

Emma Norman, South Britain, Connecticut:

Dear Mrs. Buck,...Such a thing as the breaking of all the ties that bound you to each other, to the College which you had established, and to your host of friends all over the world could come to pass was unthinkable. We still (Sept. '43) cannot realise that

Mr. Buck is gone, nor can we vision what Madras will be without him ...The one thing that stands out always with me was his rightness. One never heard about any mistake he made. Everything he planned, and did, was right. Perhaps that came from his training in athletic precision, where things are all wrong, if they are not complete and perfect. He held to this line always. How both of you could carry on so many activities was amazing. The College was so much more than a college, and the sharing of your home with such a host of people won for you their admiration and love......

N. N. King, 38, Broadwater Avenue, Letchworth:

...Have the consolation of knowing how much all we your friends thought of him...the greater your loss the greater your consolation.

Alice H. Stokes, 4, Holly Terrace, East Hill, Highgate, London:

...This is a terrible blow—to the YMCA and to Madras.

Cuthbert Sprawson (formerly Surgeon-General, Madras)

...He had died at his post and in full work, in overwork, I expect because he always gave himself thoroughly to his task... I am so sorry and feel much for you in the breaking of this long and devoted partnership...

Wes and Zur Rennie, 909, Fourth Avenue, Seattle:

...We should like to reach out across the oceans to extend our heartfelt sympathy...we feel very close to you in a spiritual sense... Of all the friends we made on our trip to India and around the world, none seemed to come so quickly and so deeply to have a place in our affectionate regard as did Crowe and yourself. We shall always remember your warm and generous hospitality. The two of you seemed to work together so beautifully as team...

Helen Plumb, 11, West 51st Street, New York—Oregon:

Both of you in your lives and in your work—inseparably joined seemed the most vital and vividly useful of the many I met in my travels...No citizen of Madras had done so much—nor were so beloved as the Bucks—It seems incredibly sad......

Hollis Wilbur, Pasadena 5, California:

...As a neighbour in China I had a very high regard for his work and was impressed by the reports of the unusual degree to which you worked together...

Mae and Lester Ellis, Oklahoma City:

...The work that Harry and you have done in India has been a great inspiration to all of us...We should like to share...also a little of the pride and satisfaction you must feel at being associated through the years in such splendid work...

Waldo H. Homincho, H.Q., 65th Lighter Wing, A.P.O. 637, New York:

...When Dorothy's letter came with the news about Crowe, I was quite overwhelmed with my sense of personal loss; and that will be the experience of many hundreds, yes thousands whom he knew, and more who knew him...His work was always so conscientiously and so enthusiastically done, and he has left his monument where it will abide for ever, in the lives of men...

Edward C. Jenkins, 425, Nevada Avenue, Palo Alto, California:

...Crowe always seemed to me a modern Mr. Steadfast, for always, we knew where to find him—at work in a carefully chosen field of wide significance. When I think of what he did with your help, again I thank God that such a man as Crowe Buck has been raised by our Association. He demonstrated what we all have so long talked about...In Crowe we had the rare, the very rare, combination (of professional ability and the capacity of the leader to touch deeply the hearts of his students).

PAPERS FROM THE PROVINCES AND STATES

WHAT NORTH-WESTERN INDIA OWES TO H. C. BUCK

By Henry Lall, Director of Physical Education, Punjab University

Buck and his College at Madras, first situated at Royapettah, and later at Saidapet, have now let loose throughout India, Burma and Ceylon—not to speak of other Eastern and Middle Eastern countries, something like 2,000 devotees of Physical Education, Men and Women burning with the desire to bring about a Physical regeneration of our land, and to do it at once. The Punjab, the North-West Frontier Province,* Baluchistan and Kashmir, or the territorial jurisdiction of the Punjab University lays proud claim to about 200 of these trained, uplifted and galvanised Physical Directors and Directresses.

This, in brief, is what our part of India owes to Buck, the great visionary† and man of action, whose message was "abundant life", and whose task was "human engineering". There was something truly magnificent in Buck's handling of his human material, for year after year his disciples and trained lieutenants have returned from Madras bubbling over with their new knowledge and equipment, wanting to get to work at once, and refusing to sit idly at home for a moment. Buck had the knack, par excellence, of training the body and filling the mind with zeal and fire, and he imparted his own idealism so splendidly to his pupils, that in spite of great difficulties and adverse conditions in their work, our Physical Educators have stuck to their guns, and carried on heroically, determined to see this through. What was bred in the bone (at Madras) has come out in the flesh (in their physical work).

Buck's contribution to India has been great in the numbers of Physical Directors and Directresses that he has trained and sent out to the uttermost parts of our country, but it has been even greater in the Physical and mental equipment that he gave these Men and Women—their ideas, enthusiasm, fire and determination. So we in North West India thank God for Buck's life and work, and we know that when the history of Physical Education in India comes to be written, the name of BUCK, the dauntless Pioneer's must stand out on top for ever.

* This was written in 1945–6.

† Meaning, "Man of Vision"—Ed.

PHYSICAL EDUCATION IN BOMBAY—A RETROSPECT —MR. BUCK'S CONTRIBUTION

By D. B. Kothiwale, B.A., B.T., Physical Director's Diploma (Madras), Senior Asst., Training Institute for Physical Education, Kandivali, Bombay

I. INTRODUCTION

The late Mr. H. C. Buck was an All India figure in the field of Physical Education. In his death, India has lost a pioneer Physical Educator, a skilled organizer and administrator, a keen lover of sports, a thorough sportsman, a born teacher, and a leader and finally an ardent champion of the health of the nation. At Madras, which he chose as the centre of his activity, he started his venture and like a master magician so wielded his wand that the whole of Physical Educational India soon came under its spell. The seeds he sowed on the bare and virgin soil of Madras yielded such bumper crop, that the neighbouring as well as the distant quarters were amazed to see it. The torch he lighted at Madras grew so bright and colourful that it lighted up everything near and far.

Such is the story of the Physical Education Movement sponsored by the late Mr. Buck. He came to India in 1920, at a time when Drill and Gymnastics, games and sports, Physical Culture or Training were synonymous with Physical Education, when the massive pahelwan, the circus acrobat, the heavy weight lift, and the muscle builder, were the idols of youths and their physical educators, when Physical education had no place in the scheme of education and was at the most an extra-curricular activity, when its teaching was entrusted to those who understood little about education and still less about Physical Education, when Physical education was regarded as everything but education. Mr. Buck by his unswerving faith in the educational possibilities of Physical education and dint of hard labour, launched his scheme and revolutionized the aims and ideals, the contents and the programme, and the methods and procedures, which prevailed so far in the field of Physical Education in India. Not that everything that he stood and agitated for has been achieved but Physical Education certainly has made rapid strides in right direction during the last twenty-five years, mainly because of its strong advocacy by Mr. Buck

and the men of his kind. Its place in the scheme of education of the young, has been recognized. It has been made an integral part of education particularly in provinces like Bombay, and is gradually passing into the hands of those who understand and appreciate its implication—superficial as well as deeper. All this primarily due to Mr. Buck.

The province of Bombay has been particularly very fortunate in the field of Physical Education. Even before the arrival of Mr. Buck in India, it had made soundbeginnings and had developed its own system and methods of Physical Education which, of course, have undergone several modifications and adjustments so as to be in keeping up with modern scientific ideas and practices introduced by pioneers like Mr. Buck. It will be interesting and instructive to take a brief but rapid survey of conditions existing in the Province. This will help us in determining what contribution Mr. Buck has made to the Physical Education of the province.

II. INDIAN IDEALS OF PHYSICAL EDUCATION AND ITS PRACTICE

The importance of Health and Physical education has ever been before the builders of the Indian society; since ancient days. Training of the body with a view to make it healthy, strong and enduring has been the objectives of the leaders of the society. The development of the physical for the attainment of 'Dharma, Artha, Kama and Moksha' has been the basis of their philosophy of life. Towards this end, a system of education and Physical Education which very smoothly articulated with everyday life, was built up.

It is true, however, that these ideals and practices had, at one time, suffered a setback due to wrong emphasis being placed on the values of life. We have not yet fully recovered from that state, but the realization is slowly coming on particularly due to increasing contact with the West.

India has rich and enviable traditions so far as the practice of Physical Education is concerned. From times immemorial, activities like Dands, Baithaks, Asanas, Namaskars, Wrestling, Fencing, Sword and Spear-play, Archery as well as outdoor games and recreative dances, etc., have been very popular with all the classes of people. Physical fitness along with the development of the ability to do self-defence and the defence of the community,

had always been the guiding note. It is only during the last 100 years or so, that this martial or military basis of Physical Education has been steadily lost. This is being deplored by a section of the leaders of the society who, while accepting the educational significance of Physical Education that is gradually gaining ground, very strongly express that its martial and national basis should never be allowed to be obscured. This conflict in ideologies is yet undecided and is sure to go on for some more time till the thinking national educators arrive at certain definite conclusions regarding the aims and ideals, and means and methods of education for future India.

In the field of Physical Education, this movement for research and resetting of values, are already on foot while on one hand, it owes much to the influence and contacts with outside and outsiders, on the other, it is also due to the irressistible urge of the people of the country itself. In the first category fall men like Mr. Buck and institutions like the YMCA the Petit Gymnastic Institute, Army Schools of Physical Training and in the latter come men like Prof. Manikras and institutions like Jummadade Vyayam Mandir, Baroda, Hanuman Vyayam Pracharak Mandal, Amraoti, Maharashtriya Mandal, Poona, the Bratachari Movement, Bengal etc.

The Province of Bombay has a very large share in this nation-wide revival of Physical Education during modern times.

III. CONTRIBUTIONS OF BOMBAY TO PHYSICAL EDUCATION

It is Bombay that gave to Modern India its gymnastic activities organized and systematized in socially acceptable and presentable forms. Nowhere are the 'Akkada' or Gymnasiums, better known as 'Vyayamshala' or 'Vyayam mandir', or 'Viyayam mandaly', so well organized as in Bombay. The Hindustani words of command that are now largely used are Bombay's contribution. Thanks to Prof. Manikras and his enthusiastic colleagues and followers as well as to the leaders of the H.V.P. Mandal, Amraoti, the Maharashtriya Mandir, Poona, the Gujarat Vyayam Pracharak Mandal, the Kathiawar Vyayam Pracharak Mandal, the Karnatak Vyayam Prasarak Mandal and several other central and local institutions in the Province that India now is in no way lagging behind her sister nations so far the gymnastic activities are concerned.

The revival and the promotion of truly Indian and national achievement: In no other Province are these games so extensively played. In 1945, the Hututu Tournaments conducted by Bombay Physical Culture Association, Bombay, Hanuman Vyayamshala, Thana, Shivaji Vyayam Mandal, Poona, Ambabai Talim, Miraj, Shri Yeshwant Vyayam Prasarak Mandal, Nasik, attracted 400 teams, *i.e.*, about 3,600 competitors. The popularity of Indian games has been the work of the Deccan Gymkhana, Poona (1906), the Hind Vijaya Gymkhana, Baroda (1919), the Akhil Maharashtra Sharewik Shikshane Mandal (1926), Bombay Physical Culture Association (1935), the Bombay Hututu Federation (1944) the Kathiawar and the Gujarat Mandals, and such other institutions.

In the matter of western gymnastics, western games, athletics and such other activities, Bombay has contributions and achievements to its credit. The initiative to organize an Olympic Association* for India and secure participation of Indian athletes in world Olympics has been Bombay's (the Deccan Gymkhana, Poona and its then General Secretary, Mr. S. R. Bhagwat).

Thus it is Bombay that has considerably helped to revive, systematize and popularize indigenous gymnastic activities and games. A large number of present-day workers and leaders in the field of Physical Education in Bombay and elsewhere are the products of its own institutions. The Petite Gymnastics Institute, Bombay (1860, app.) too has contributed much in providing leadership in the field of gymnastics, particularly of western type.

While the physical education movement was thus carving a career for itself, the educational institutions in the Province, more or less concentrated their attention on scholastic and academic education. Only a few of them could see the educational aspect of such a project. It took a popular government to lead them to such a way of thinking.

IV. PHYSICAL EDUCATION IN THE EDUCATIONAL INSTITUTIONS IN THE PROVINCE OF BOMBAY (1906–1937)

In our educational institutions, which over-emphasized intellectual learning, and memory tests and examinations the training of the body and through the body, did not receive proper consi-

* This claim is subject to question.—*Ed.*

deration. On the contrary, it was neglected or rather left to its own fate. It assumed the roll of an extracurricular activity. No doubt facilities for physical exercise and games were provided, teachers of gymnastics and drill were appointed but physical education proper did not exist. It was not an integral part of education and hence was optional. Schools with enthusiastic and games-minded teachers, however, did promote gymnastics, games, scouting and such other activities for such of their pupils who were interested.

The Government of Bombay, as early as 1913, made attempts to instruct teachers in the methods of Physical Culture. One Mr. Wren was in charge of this project. But nothing substantial could be achieved. Mr. Weber of the YMCA was the next man to be appointed as the Director of Physical Education. He also carried on teacher training work during the years 1925–27. It was a good beginning. The Government in the year 1927, appointed a Physical Education Committee with Mr. K. M. Muashi as Chairman to report on ways and means to introduce Physical education in the schools, etc. The Report of this committee, which contain general useful suggestions was shelved as funds were not available.

In the meanwhile, in spite of adverse conditions, Physical Education did make some progress. Educational officers were there as well as local organizations and workers, and lastly interested teachers and pupils helped its promotion a good deal. In 1934, a Syllabus of Physical Education based on the English Board of Education Syllabus was prepared and introduced in the Primary Training Colleges. Physical Education, in the absence of state patronage continued to go its own way till 1937, when the Congress Ministry came to power. Mr. B. G. Kher, the Prime Minister, took personal interest and pride in physical education. With Swami Kuvalayanand as Chairman, a Physical Education Committee was appointed. The Committee submitted its Report in January, 1938, and the same year saw the ushering of a new era in physical education in the Province.

V. PHYSICAL EDUCATION SINCE 1938

Government acting on the recommendations of the Committee have taken following steps to advance physical education in the Province, as a result of which it is making steady progress.

1. Physical education has come to be regarded as an integral part of education and is now compulsory. In Primary Schools sometime every day is devoted to physical activities, while in Secondary Schools and Colleges weekly two to four periods are assigned. Students, if they do not attend the required number of periods, are sometimes not allowed to appear for the examination. This, of course, is not so rigidly followed. Physical Education, however, has no status either as a major or a minor subject, thereby devoting that the promotion of a pupil from class to class, is not in any way affected by his attendance or otherwise of such periods. Some schools, however, do conduct certain lists and record pupils' progress in physical education.

2. A Provincial Board of Physical Education has been instituted since 1938, to advise Government on matters relating to Physical Education. It has, however, no executive powers as a result of which the many things it may have liked to do, are left undone. One of the noteworthy activity of the Board, however has been the organisation of a Provincial Physical Education Day every year. On this day, all the pupils of the Primary and the Secondary schools in the Province, organize sports, matches, etc., and perform 'en masse' prescribed physical exercises at the prescribed hour. The response has been very encouraging. The Day celebrations organized in December 1945, were participated in by about three lakhs of boys and girls in the Province. Public interest is considerably stimiluated as a result of a such a project.

3. The problem of providing qualified teachers of Physical Education is also being successfully tackled. A training institute for physical education has been established at Kandivali since 1938 to train graduates as teachers of Physical Education. The Institute during the last eight years has trained over 500 teachers, men and women, most of whom are working in the secondary schools and colleges throughout the Province. This number, however, is yet not adequate. Short term courses of two and half months duration are organised for secondary school teachers, with a view to make them physical education minded, the underlying idea being that these teachers would be able to intelligently assist the physical education teachers in their work. So far over 1,200 teachers have undergone this training. For Primary schools Teachers' short term courses are conducted in various centres by the

Physical Education inspecting officers. Several thousand teachers have received this training so far. Physical Education has been introduced in the Primary Training Institutes as well, when teachers under training are made familiar with the latest trends in physical education and the technique of teaching it. Short courses for non-matriculate physical instructors in secondary schools and gymnasia, as well as courses for Heads of Secondary school and Training institutions have also been conducted. Qualified leadership is made available for educational institutions in the above ways.

4. A system of grant in aid to schools for Physical education has also been introduced. Originally it was proposed that the Primary schools should receive 66% and the secondary schools 25% grants on the expenses incurred on physical education. But this has not been possible due to inadequacy of funds. Gymnasia also receive grants of a similar nature. Several schools Athletic Associations and tournament conducting bodies are also granted aid.

5. Large amounts have been set apart for helping schools to acquire plots of land to be used as playgrounds.

6. A system of Medical Inspection has been introduced. Medical Examination cards are standardized. Government have earmarked half a lakh of rupees for this purpose. In colleges, medical inspection has been introduced earlier than 1938. The system however and especially the Follow-up work is not attended to with required enthusiasm. Facilities are also absent.

7. An inspecting agency for physical education has been set up. Each Division has two such officers. They also conduct courses for Primary teachers in addition to their inspection duties. The number of such officers, however, is not adequate.

8. Steps are being taken to introduce a standardized syllabus of physical education activities in secondary schools. Teachers of Physical Education very strongly feel that such a step would help their work to be systematic.

Physical Education in the schools of the Province is thus steadily progressing. The programme and the method of teaching are in keeping with the latest teachings of the physical educators in the west as well as in the country itself. Physical Education sadly lacked the educational, psychological and scientific approach in the past. This is now being provided for.

It has been, however, felt, that the affairs have more or less come to a standstill, that Physical Education is lacking in enthusiasm and vigour which should be its very soul. While there may be a few bright spots here and there, there is general slackness, especially in educational institutions. Government have therefore appointed another committee to conduct fresh investigations with the problem of Physical Education in general and teacher training in particular and suggest methods to put things in order. The Committee's report is expected to come out shortly.

This lack of enthusiasm for physical education, may be largely due to hard and distressing conditions brought about by the World War, which has created several new and vital problems in every walk of life.

VI. MR. BUCK'S CONTACT WITH BOMBAY

One may wonder as to how Mr. Buck comes into the picture of physical education presented as above. It is a part that Mr. Buck has not been able to develop personal and direct contact with the field of physical education in Bombay. Except for 'Buck's Rules' and his YMCA College at Madras, Bombay has heard or known very little about his personality. During his stay of 23 years in India, he might have visited Bombay hardly half a dozen times.

1. His first contact was in 1924, when he accompanied the Indian Athletic Team for the Paris Olympics.

2. About the year 1930, when the Bombay Municipality acting on the suggestions of the YMCA decided to open a few public playgrounds in Bombay, the leadership was provided by Mr. Buck's college. Whatever activities we find going on on those playgrounds today, especially volleyball, and Basket ball, are mainly the contribution of playground supervisors like Messrs. Ismail Baig, S. A. Bhaskar and others and the YMCA authorities.

3. The University of Bombay keen on introducing physical education for the University students, appointed Mr. S. K. Mukerji, one of the first pupils of Mr. Buck as the University PhysicalDirector. Physical Education in the University today particularly athletic sports and their organization is solely Mr. Mukerji's contribution Mr. Mukerji's enthusiasm and his capability as an organizer are wellknown to the sports loving public of Bombay. Mr. Mukerji

also accompanied the Indian athletes to Paris in 1924, and to Tokyo in 1930 (for the Eastern Championship games). The Bombay Provincial Olympic Association in its reorganized form in 1935 has been Mr. Mukerji's work. The IX All-Indian Olympic Games in 1940, marks the brightest spot in his career.

Still further the University decided to make Physical Education compulsory for its colleges in 1936. Trained Physical Directors were needed. The University fully appreciating Mr. Buck's abilities in Teacher training deputed half a dozen candidates representing as many colleges in the Province to the YMCA College. These men *viz.*, Messrs K. T. Gupte, Sangli, Y. G. Joshi, Poona, S. T. A. Naqui, Junagadh, V. G. Oak, Nasik, G. Christopher, Rajkot, G. N. Purandare, Kolhapur are now in charge of physical education of those colleges.

4. Mr. Buck visited Baroda in 1936 on the special invitation of the Baroda Government to advise them on the scheme of Physical Education they wanted to introduce in that State. He was warmly received and many suggestions he offered were incorporated in the scheme. The State Physical Education staff today consists mainly of the men deputed by them at Madras for training in 1938. Messrs Natu, Naranane, and others from Baroda were trained at Madras as early as 1924. M. L. Upadhye (1932), B. K. Nayak (1934) and B. K. Nayak, A. V. Vaidya, Y. P. Lele, and J. R. Rege (1939) are Baroda men. Mr. Raojibhai Patel of the Charolar Education Society, Anand (1927) and Mr. H. C. Thakore of the Gujarat Vyayam Vidyapeeth (1930)—Mr. Thakore was one of the members of the Indian (Amraoti) team that went to Berlin in 1936 for giving a demonstration of Indian Physical activities—Mr. G. S. Nene, Ahmedabad (1932), are some of the other men trained by Mr. Buck, working in Gujarat.

5. Mr. Buck had come to Bombay in 1937 in connection with the scheme of Physical Education the Government then counted to introduce in the Province. His suggestion that the YMCA College can cater to the need of Bombay as well in the matter of teacher-training however did not find favour, the Government deciding to have an institution of their own.

6. The last Mr. Buck was seen in Bombay was in 1940, at the time of the IX Indian Olympic Games, when as was customary

with him he attracted around him the Olympics organizers and officials, the managers of competing teams, athletes and games players, most of whom were either his friends, pupils or admirers. The writer who had the privilege of escorting Mr. Buck to his lodgings remembers, how strangers (?) from all parts of India, on hearing of his arrival rushed out of their huts, garlanded and pulled shaving Mr. Buck out for a snap. Mr. Buck did not feel satisfied with the arrangements made for the Meet, which to his way of thinking, were not A1, for he believed in no other than those standards. He helped as usual with 'starting' and 'officiating' and also participated in the deliberations of the sports conference. He also visited the Kandivali Institute and expressed his appreciation for the whole scheme. His face beamed with satisfaction and smile, for it was a success of the cause which he was striving for all the while. He was snapped along with Principal P. M. Joseph, Mr. E. W. Mumby, and a few other friends. Principals of the three out of the six institutions for teacher training in this country in one snap......an inspiring and a rare sight.

7. Some of the other Buck's men in Bombay are Messrs John Narayan, Belgaum (1937), V. K. Kandalkar (1929), S. R. Pandit, Kolhapur (1927), E. J. S. Ram, Labour Welfare Officer, Bombay (1934), Gurudial Singh, Bombay (1935), M. S. Sathe, Bombay (1938), O. Mohansundram (1933), A. C. C. Bombay, Kanbankinath, Belgaum (1937), S. L. Ogale (1939).

VII. HIS CONTRIBUTION

From an All-India personality of Mr. Buck's type, much more could not have been expected by any single Province, with the exception of Madras, of course. However, the Punjab, Bengal, United Provinces, as well as certain states, as compared with Bombay had more of him in the form of leadership trained by him. Bombay stands comparatively low so far as the number of teachers trained by Mr. Buck in the Province is concerned. Out of over 1,500 leaders he trained at his college, not more than 40 to 50 are his men.* But, whatever has been lost in quantity has been gained in quality. When it came to the launching of the new scheme of Physical Education in 1937, the Bombay Government had no resource but

* Meaning those in Service in Bombay Province.—*Ed.*

to look to Mr. Buck and his college for providing necessary pattern and leadership. It was recommended by the Physical Education Committee, 1937, that a Training Institute for Physical Education "modelled on the lines of the YMCA College of Physical Education at Madras", be started. And the Institute started thereafter has been modelled after that institution. The three out of the four men members of the staff originally recruited for the new institution *viz.*, Messrs P. M. Joseph (1928), D. B. Kothiwale (1932), H. V. Barpute (1937), have been Mr. Buck's men. The Province must be grateful to Mr. Buck for sparing the services of Mr. P. M. Joseph of his staff, to be the Principal of the newly established Institute. Mr. Joseph, by the quality of leadership, which in a great measure, he must have caught from Mr. Buck, has won the admiration of all the physical education loving public of the Province. The educational approach to physical education which we see slowly gaining ground and speed in Bombay has been Mr. Joseph's work. The Kandivali Institute is making new approaches and striking new paths. While assimilating the best features of the New Physical Education—its Ideals and Practices—as preached by Mr. Buck and the YMCA, the Institute, under the leadership of Principal Mr. Joseph, and the kind and ever present influence of Swami Kuvalayanand, the Chairman, Board of Physical Education, Bombay, is reviving and incorporating the best that is in the indigenous and the truly Indian and national system of Physical Education. Physical education that is to be for the Nation has to be a judicious combination of the Western and the Indian, the ancient and the modern systems and methods, and this is being chiselled out at present in the country. And when the piece is complete, Bombay will be found to have a big share in that process, and at the background, it will also be discovered that the raw materials and the artists' hand have been largely contributed by that Master Artist the late Mr. Harry Crowe Buck of the United States of America and India.

WHAT DELHI OWES TO MR. BUCK

By Miss Vimala Soad

Delhi, the Imperial City and the Capital of India owes a lot to Mr. Buck. The spirit that he possessed and the light that he wanted to spread all over India brightens this big City also. Although he has left us, yet his guiding spirit is always with us helping us to reach the goal nearer and nearer which he aimed at. The goal no doubt is far and the path leading to it is very difficult, but he has given us the courage and the zeal to struggle.

Delhi has got some of Mr. Buck's students working in the different big institutions. Although they are not many in number, yet they are trying their best to impart the knowledge that they got from Mr. Buck to thousands of boys and girls.

The total number of Physical Instructors who are working in the different boys' schools is thirty. Twenty-four out of these thirty have been trained in different institutions in India, *e.g.*, at the Walton Training School (Punjab), in Lucknow and in Calcutta. Six out of these thirty were trained at the YMCA College of Physical Education, Saidapet, Madras under Mr. Buck.

All these pupils of Mr. Buck are working in the big institutions of Delhi, and are doing satisfactory work. They are working as Physical Directors in the following institutions.

1. Mr. Som Dutt.—In D. A. V. Higher Secondary School, New Delhi.
2. Mr. Harikishnan Chand.—In D. A. V. Higher Secondary School, Daryagani, Delhi.
3. Mr. Raja Ram Gupta.—In Commercial Higher Secondary School, Delhi.
4. Sardar Mansa Singh.—Physical Training Inspector for the Delhi Municipal Committee, Delhi.
5. Mr. Ved Prakash.—In Birla Higher Secondary School, Delhi.
6. Mr. Jai Chand Sharma.—Was working in Ramjas Higher Secondary School, No. 3, Delhi but has left and gone to work in the Intermediate College, Rohtak (Punjab).

Besides these boys' institutions, the knowledge that I received from Mr. Buck has spread to almost all the girls' schools in the Delhi Province. There are 94 Government and aided schools besides the three European schools in Delhi. I was the first one to be appointed in Delhi as the Lady Supervisor of Physical Education, for Delhi Province. Till my appointment no solid work was done by way of Physical Education. Some schools had ordinary games once a fortnight or so. This was so because there was no trained person in Physical Education in any of the schools. So I started short training courses for the teachers, with the result that now almost all the primary, middle, high and the higher secondary schools have got at least one teacher trained by me to carry on this work in the schools. Most of the schools in Delhi have no playgrounds as they are in the heart of the city. Even then they have organised drill and games daily for every pupil attending the school. Arrangements are being made to provide playgrounds and other facilities for these schools. Now both the boys and the girls' schools do a lot of work in Physical Education. Besides their daily Physical Education classes, they have their school sports, intra-murals, inter-school competitions. They also participate in All Delhi Olympics and Annual Inter-School Sports, the latter conducted by the specialists appointed in the Education Departments of Delhi.

In the girls' schools at present we have only two trained Physical Instructoresses. One is trained from the Kandivali Institution, Bombay, and the other from Calcutta. We are trying our best to get more trained hands and hope to get them in due course of time. So Delhi owes something to Mr. Buck that is everlasting. The spirit and the light that we got from him is immortal and that will live forever.

This is how we got the inspiration and the courage to face hardships by the personal attention paid by Mr. Buck. We are greatly devoted to him and shall work with the interest and enthusiasm that has been inspired in us by his devotion in the cause of our India.

WHAT BENGAL OWES TO MR. BUCK

By K. N. Roy, B.Sc., Physical Director, Bengal Province

It was the morning of the 30th June 1927. A youth from Bengal, came down from a typical South Indian jutka and stood looking at the notice board of the YMCA School of Physical Education at the Royapettah House, Madras. Some one from behind, put a friendly hand on his shoulder. The young man was startled, there was none he knew at Madras, who could have a put a hand of friendship on his shoulder. He looked back and saw a 'sahib' standing beside him. He was surprised. He asked the gentleman to take him to Mr. Buck, the Principal. On being told that he was speaking to Mr. Buck, his surprise was complete. That was how I met Mr. Buck when I went to study Physical Education in the YMCA College at Madras, which was described as school at that time, about nineteen years ago. Mr. Buck asked for my name and enquired where I had come from. His answers to all my queries, were full of sympathy and understanding. He asked me to report to Mr. Mia for my food and boarding arrangements. I reported to Mr. N. K. Mia, the Superintendent of the College to a cottage which had palm leaves on top and bare bricks at the bottom. That was a shock. I looked at Mr. Mia and then to the cottage again. Mr. Mia nodded his head and that nod was too significant to ask any question. I could almost feel that Mr. Mia was laughing behind his sleeves looking at my facial expression. But there I was—a youth from Bengal in search of Physical Education—standing on the threshold of a new career. I entered the cottage, spread my bedding on a charpai and lay down a bit. I felt tired, not physically but mentally. As I lay on the sagging charpai, I began to think. Suddenly I remembered that friendly touch on my shoulder ; that friendly welcome in the voice and the smiling face with a twinkling in the eyes, seemed to reassure me. I could feel that warm welcome pervading through the whole surroundings. The cottage did not appear to be as sad as that. After all, it was very clean and well ventilated and cool. What more does a man want ? As time went on, I began to love the cottage just as I began to love the man in charge of the whole show. I settled down gradually and began to feel that I was not only a student but a member of a profession which was trying to promote health, physical education and recreation for the children and the youths of my country.

Whenever we talked of physical education, we had a feeling of oneness of purpose. Before I entered the YMCA School, I had an ideal but no idea about Physical Education. Like a great artist that he was, Mr. Buck taught us the art of Physical Education. He raised the curtain through which we could get a peep about the future of Physical Education—what it should be.

Bengal has sent about thirty of her sons to Madras to be trained as experts in Physical Education. All of them have come back with a fire burning in their hearts kindled by that flame which was Mr. Buck. A Guru is like a flame ; he kindles those who come in contact with him. And Mr. Buck was the Guru of Physical Education in India. His students, in Bengal, have received inspiration from him. His profound knowledge about technical matters relating to physical education, has been immensely useful to the different organisations. Since 1928 he came to Calcutta about four times. And his advice on all matters relating to health and physical education, was eagerly sought not only by all of his old students but by other persons and organisations interested in physical education. He acted as the Referee and Starter in the 1938 Indian Olympic Games held at Calcutta. The business-like way in which he disposed of the track events, was a lesson for many. He twice came to the Government College of Physical Education, Bengal. He was keenly interested in its work and gave many valuable suggestions.

Mr. Buck has got his students scattered not only throughout the whole of India but also in Burma and in the Far East. His service to any particular province can only be measured by the work that is being carried on by his disciples. In this respect all of us have never deviated from the ideal put before us by the 'Guru'. As one in charge of Physical Education of a province and as the Principal of a College of Physical Education for about eight years, my action has been guided by his sense of strict discipline, his power of organisation, his thirst for knowledge, his capacity for leadership, his sense of humour and his way of mixing with the students. We are all trying to keep up the spirit of sportsmanship and the ideal of service for which Mr. Buck fought and gave his life.

Calcutta,
The 1*st May* 1946.

K. N. ROY, B.Sc.
Physical Director, Bengal.

WHAT MR. BUCK DID FOR KASHMIR

By R. N. Raina, Physical Director, S. P. College, Srinagar

I record with particular pleasure my first meeting with Bucks, in June 1937. I was introduced to them just when they had packed for their return journey to Madras after a happy holiday in our beautiful Kashmir. A congenial unassuming and noble person who symbolised in him all that he taught, was what I saw of Mr. Buck. Smiling, kind and gracious was his companion—Mrs. Buck—Mother Buck as we know her popularly now.

Kashmir has an abundant cause for being thankful to Mr. Buck. In spite of extreme positions in the geography of India the torch which he lighted in Madras saw its reflection here in Kashmir through many sons on the soil who got their " Inspiration " from that great " Guru " while in training under him at Madras. Many of the Buck trained Directors of Physical Education are training out youth of our land from various institutions, Educational and otherwise. The strides we have taken in raising the standard of Physical Education, and proficiency in games, Sports and Athletics, in this short course of the establishment of the Department of Physical Education, is a boast which I cannot honestly suppress. The contrast is too striking when we look only a few years back. Kashmir Teams would not venture in the University Tournaments and when we did, the first blow we had to face was a knock-out one. Athletics was an incomprehensible term and when we understood it, it meant just a couple of sprints, Hill race (?) and high jump. Our first track is, I blush to confess, only an infant. And today—today we hold our heads high. We bagged four championships of the Punjab University in Athletics, Hockey and Football and Athletics again. We have smashed the previous ones and set up new records in 100 meter and 220* meter sprints, 800 meter and 1500 meter races and in Javelin Throw. Training of raw stuff to this finish is a proud achievement. Schools usually do not provide any drilled talent as they have no trained teachers of physical education on staff. There were only two public tournaments to which personal interest and patronage of the Royalty lent unbounded charm. Now there are about seven well organised major tournaments swarmed by profuse

* 200 ?—*Ed.*

entries. We are no more "sport shy". Referees for good matches had to be imported after great inconvenience but now Kashmir Buckies go out to judge. Buck's rule book is the bible of Sportsmen everywhere, in Schools, Colleges, Army and private clubs. Working on his scientific system we have earned a place of honour.

Here are some of us :—

S. No.	*Name*	*Designation*	*Institution*	*No. of Students*
1	Mr. Abdul Hamid	Physical Director	Shr. K. S. College	App. 400
2	S. Nerender Singh		P. W. College. (out)	,, 800
3	Mr. Mohd. Akram		S. P. College. (out)	,, 1,000
4	Mr. B. L. Gupta		St. Joseph's College	,, 500
5	Mr. Abdul Azim		P. W. College. (out)	,, 800
6	Mr. Mohe Akbar		A. S. College	,, 500
7	Mr. B. K. Rainan		Hindu College	,, 300
8	Mr. R. K. Malhotra		S. P. College	,, 1,000
9	Mr. J. L. Dhar		D. A. V. College	,, 300
10	Mr. Naqui Ahmad		Govt. College, Poonchi	,, 300
11	R. N. Raina		S. P. College, Srinagar	,, 1,000

About four thousand students get the Buck dose everyday—not a bad start, I trust, for a pioneer campaign against physical Illiteracy. It is a pity that the potentialities of youth are rather chocked up till late as the entire school department has no properly qualified men for physical education. Our wakeful government is very sympathetically considering this crying need and I am sure our labours will ere soon be better rewarded.

We are working in faithful adherence to the simple, straight and scientific methods which we learnt at the feet of the "Master" Mr. Buck who taught us in an atmosphere where there was no academic snobbery and no high strung educational aristocracy. In us he shall live to carry on his noble mission of nation building of a greater India, a grateful India. Our radiant sportsman will be his living epitome. Our unostentatious and noble tribute is :—

"Thank you, Mr. Buck, we shall enshrine your loving memory in our hearts. We bow to you in sincere gratitude."

WHAT KATHIAWAR OWES TO MR. H. C. BUCK

By S. P. Bhatt

Upto the early thirties of the present century there was no organised programme for any kind of physical activities in any of the educational institutions in Kathiawar. Sporadic attempts were made by some enlightened states and enthusiastic persons for introducing cricket, drills, scouting, Akhadas and such other activities; but very few schools took advantage of this and most of the school-going children were without any kind of programme for games or any other physical activity.

The Bombay University introduced a scheme of the Compulsory Physical Training for the Colleges. Kathiawar Colleges had to fall in line. They deputed three persons one from each College to be trained at the Madras YMCA College of Physical Education run under the guidance of Principal H. C. Buck. These three Physical Directors "pupils of Principal H. C. Buck" were successful in creating a " Buck era " in the physical activities of the youths of Kathiawar. College students were the first to realise through this endeavour what organised physical training is. The schools, the Akhadas and private clubs were in their turn influenced by the College activities. Athletic meets began to be held on Olympic lines. P. T. Drills were selected from the Programme for Secondary schools as drawn up by principal H. C. Buck. Short Training Camps were held at several places for training leaders. The Colleges held Gujarat and Kathiawar Group Colleges Athletic Meets—twice in Bhavanagar, once in Junagadh, and once in Rajkot. All these meets were organised and run by the pupils of Principal Buck.

" What does your Buck say ? " was the query always put to Buck's pupils whenever the principals and other organisers of meets were in difficulties. " Buck " is a name known to every athlete or an akhadian of the present age and it will not be forgotten for many years to come.

Bhavnagar is holding every year a State Olympic for all the school-going children of the age of 11 years and above. The whole meet of about 400 athletes from the different parts of the State is run according to the ideas imbibed at the feet of my " GURU BUCK ". He was a great and unique educationist, a silent but true servant of the whole of India and will always live in the hearts of his pupils.

MR. BUCK AND COCHIN

By Mr. P. A. Devassy, Trichur

For Cochin the late Mr. Buck had a soft corner in his heart. Many Cochin athletes who got themselves trained in the College of Physical Education, founded by him and developed under his fostering care and paternal guidance, are carrying on those physical educational activities in the educational institutions of the State. Cochin and Cochin athletes first came into contact with him in 1924, when single handed Mr. Buck organised and successfully conducted the first Madras Presidency Olympic Games. The Cochin Athletic Association, the premier sporting organisation of the State, founded in 1919, was the first to get itself affiliated to the Madras Olympic Associations. The pick of Cochin Athletes has been successfully participating in the Olympic Games every year. For many of us this important sports meet was not staged merely for the exhibition of athletic prowess, but as an annual union of athletes, under the inspiring guidance and protecting wings of that great sportsman Mr. Buck. The athletes who participated in the Madras Olympic Games have learned many a lesson under him and have been immensely benefited by his splendid coaching, technical guidance, personal contact and instructions. On many an occasion he gave instructions to Cochin athletes on their form and performance.

Cochin Athletic Association was the first to eliminate individual events in athletic competitions and to introduce team events. The changes and modifications effected in 1925 in the conduct of the Inter-scholastic competitions here were carried out on the advice and with the approval of Mr. Buck who welcomed the new venture in Cochin, in the editorial columns of VYAYAM (a quarterly journal of Health and Physical Education founded by his Alumni of the YMCA College, Saidapet) "Cochin is now attempting to organise and conduct their sports competitions on team basis............. This gives an opportunity for more athletes to participate, develop a higher general average of athletic ability, gives a more reliable picture of the physical ability of the school, develops team effort or co-operation and does away with the evils accompanying the seeking of individual notoriety and 'pot-hunting' ". (Vol. 1, No. 3, p. 25).

In all matters pertaining to sports the development of Physical Educational activities, Cochin always received his unfailing support, guidance and encouragement. References and requests made to him have always met with a ready response and sympathetic support. If any doubts and difficulties arose in the conduct of sports or in the interpretations of rules, the first thing that the organisers of competitions here used to say was "Let us refer to Mr. Buck".

In various other ways Mr. Buck has been of considerable help in the promotion and development of physical education activities in the State. The scheme of appointing teachers trained in the YMCA College of Physical Education in the schools of the State and of making physical education compulsory owed its inspiration to Mr. Buck. The introduction of compulsory physical education in the schools makes an important land-mark in the progress of education. Though Mr. Buck has passed away, the institution which he has founded will continue to serve the cause of Physical Education as the expanding years roll on. No adventitious aid of brick and mortar is necessary to perpetuate his memory for his name will remain in the noble work he had done and in the great sporting traditions that he has built up.

WHAT GWALIOR OWES TO MR. BUCK

By Promode Kumar Mukherjee, Lecturer in Biology, Victoria College, Laskar, Gwalior State

'Though thou art gone from this world yet thy Spirits and blessings are with us' is the feeling of all the true disciples of that great pioneer of Physical Education—Late Mr. Buck. Gwalior has the proud privilege of having five true disciples of the revered pioneer who received initiation at his feet and who found in him a true leader and every one of these has made an honest attempt to work up to his ideals in Physical Education.

Gwalior like all other states was slow in its march towards Physical Education till recently, when the State Education Department felt the necessity of getting some men trained in the science of Physical and Health Education at the YMCA College of Physical Education, Saidapet, Madras, whose light had long reached the farthest corners of the Country—the reason is not too far to seek, it was due to the great personality of late Mr. Buck, the founder of the said College.

Mr. Mathura Prashad the then Games Inspector was first deputed for training at YMCA College in the year 39–40. After his return he continued on the same post for some years. He made attempts to change the entire view of Physical Culture and Drill that existed at that time and also the view that retired military people were quite efficient to handle the school boys with the rigid charts of drill and P. T. prescribed for Army people, but he met with partial success since he was all alone at that time.

He conducted extensive training classes for training the then existing drill masters in schools of the state. He trained the Assistant Inspectors of schools of the state also. He mainly centred on the activities suitable for Elementary school boys. His attempts alone paved the way for other candidates for being sent for training at the YMCA College of Physical Education, Madras.

Miss R. Wadia was deputed for training in 40–41 and after her return she was appointed as the Games Inspectress and since then she was touring intensively throughout the State girls schools and did her best to initiate the women teachers in physical activities suitable for girls of various age levels, and was organising time to

time sports meets for girls at the headquarters with great success. Recently she has been transferred as the Physical Directress in Kamla Raja Girls' College, where she organised a Sports meet very recently and the results of her efforts are highly commendable and she deserves all the credit for having done so much for the cause of physical education for girls in the state. She has given a new orientation to the girls' education in the state. Girls feel that they need physical activities for their growth which is very essential to enable them to struggle with their domestic responsibilities, motherhood and also for the cause of their country.

In 41–42, three more candidates were deputed for training, who were Messrs Dayashakar Misra, Kanhialal Nima and Promode Kumar Mukerjee, who after their training came back with new zeal and were the last batch educated by Mr. Buck.

Mr. D. S. Misra was appointed as the Physical Director in Madhav College, where he did genuine work of organising physical education programme. He did not remain very long on that post and was transferred to other department of course concerning sports having proved a good defense player of Hockey and was then transferred as Games Inspector where of course he had been working on the lines of his predecessor of Mr. Mathura Prashad. He had met with great success in educating the minds of the young boys, who now know how to conduct themselves admirably on playground during sports gathering and while encouraging participating teams in a tournament. Mr. K. L. Nima contributed in this direction to a great deal and very recently he had been appointed as Scout Inspector for Malwa and since then he had been doing valuable work in that part of the State, by organising Scout-masters training classes at Ujjain. He has made honest attempt to initiate the teachers in the activities suitable for various age groups and it is encouraging that these teachers are doing very commendable work in this direction.

P. K. Mukerjee—the humble self, since my return had been working as Scout Inspector for Gwalior *prant* till recently, when I was transferred as a Lecturer in Biology in the Victoria College. Personally I have to confess that I owe a great deal to the great leader as I had been one of those lucky few who had the rare opportunity of being very close to him. During my stay at Madras I acted as attache to him during all the sports meets organised at

the College that year. I closely watched his way of working on the track, before the start, at the start and at the finish. He would ask me to check up every lane, equipment needed, etc., and then to report to him. He had trust in me, just as father trusts his son and I did everything to maintain his trust in me and as a result I learned—patience, constant effort and honest attempt for a noble cause in life, to do everything gracefully and above all to act as "a vertebrate and not as a jelly-fish."

My first endeavour was to introduce athletics, small area games and major games in the curriculum of Scout Training and I am glad to mention that I met with entire success.

Mr. Mathura Prashad who was transferred as Reserve Inspector on my return succeeded in getting Junior Sports under the Education Department and they were run on league basis. I was co-opted as a member of the said organisation and was entrusted with the organisation of these league matches in hockey, football and other small area games. In spite of heavy odds I worked with great courage and patience and I met with tremendous success in my efforts. I organised coaching classes of referees in different games and then persuaded the committee to pay these workers for their work by way of transportation charges. As a result of my attempts we achieved :

1. Tremendous improvement in the attitude of the participants.
2. Improvement in the attitude of boy spectators.
3. Vastly improved umpiring so much so that the Gwalior Sports Association which did not pay anything to the Umpires till recently, has started paying to them at the rate of Rs. 2/- per match, and ;
4. Lastly the standard of these games have improved vastly and the boys feel that they need coaching in the fundamental skills of the games in order to become skilful players.

My second effort was to coach the athletes of the Victoria College, and all these years I had been doing that work honorarily. The college which had no taste for athletics has now become athletic minded and some of these athletes have done very well at the Agra University. Now there is an ever increasing demand for more

facilities and equipment for athletics. The College is soon going to have a full time trained Physical Director. My stay as Scout Inspector was pretty long after my return, and as my duties demanded lot of touring and organisation of Scoutmaster's training classes, my contribution in this direction was none the less important; and on my tours I felt that there was a regular pulsation of Physical Education rhythm and I met with regular requests from the teachers of the Elementary schools to write a book on physical education in Hindi to help in their work. As the need was great due to the absence of such a book I embarked on a career of becoming an author of a book, and since then I have been busy in writing a book. The manuscript is ready and I am reviewing it before submitting to people in the line for their valuable opinion on it. I am confident that the book will be available by July next.

The Gwalior State has agreed to change the designation of the drill masters to physical instructors and have done much to improve the lot of these teachers by the July next. Every high school and college in the State is going to have a trained Physical Instructor from July 1946. However meagre may be our achievement in Physical Education in the state we have worked for a nobler cause and future growth is inevitable and all what we have and what we are going to have in future is due to the inspiration of late Mr. Buck. In his death we have lost a great leader, but in dying he has taught us how to die striving for the Noble Cause of Physical and Health Education.

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H. C. BUCK'S PUBLISHED PAPERS

WANTED: BETTER MUSCLES AND BETTER SOCIAL VALUES*

By H. C. Buck, M.A., M.P.E.

The modern interpretation of physical education considers it to be that aspect of education in which physical activities are used as a means of educating or modifying a person for better living. Better living physically. Better living intellectually. Better living emotionally. Better living socially. Physical activities are our tools. Education of the whole man is our objective. With such an educationally sound purpose we will not go far wrong in developing and conducting our programme provided we keep the whole man in mind. Our greatest mistake evidently is that too often we view man only in part. In the past the tendency in physical education has been to think of man almost entirely in terms of the physical. This narrow conception led to the development of a narrow program of drill and gymnastics or mere body building. A narrow programme of mere body building called for little imagination and resulted in educational institutions being satisfied with leadership in the form of illiterate drill masters or gymnastic instructors. There was nothing in the programme that appealed to the intellects or the emotions of those compelled to participate in it. It had no social values.

The newer knowledge and application of psychology to all branches of education brings us to the point of realizing that human beings have personalities as well as bodies, that we must cater to interests and desires as well as to muscles. There has thus arisen an emphasis on physical education as education. This is all to the good for it has brought about a more comprehensive programme with greater social values and more intelligent leadership. But I am wondering whether the pendulum has swung too far. Are we now neglecting body building in our efforts to cater to interests and to build character through physical activities? In this connection, let us recall the words of William James, an eminent psychologist—" Muscular vigour......will always be needed to furnish the background of sanity, serenity, and cheerfulness to life, to give moral elasticity to our disposition, to round off the wiry edge of our fretfulness, and to make us good humoured and easy of approach."

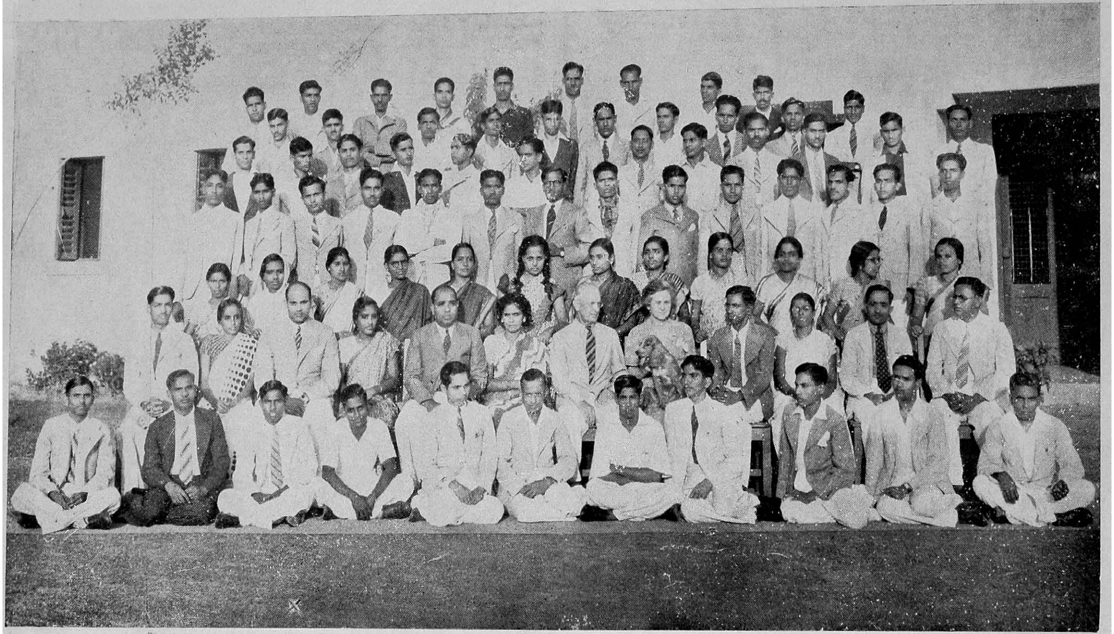
* From " Vyayam " Vol. IV—I.

Perhaps, we might have better social values in the world to-day if we had better muscular vigour. The modern tendency appears to be to avoid any work or activity of a muscular nature, to take the easy sedentary way. I firmly believe that this trend makes people soft in muscle and in character. Therefore, our problem in physical education is not " either or," but " both ". We must include in our programmes activities—that build physical hardihood. This equality is one that is needed in peace time and in war time. It is the foundation-stone for all other qualities. Above all, we as Physical Directors must set a good example by possessing good physiques and physical stamina ourselves. And we must include in our programmes activities with possibilities for character building. The present and the future social order call for men and women possessing hardihood of character. The challenge comes to Physical Directors to provide such experiences and such leadership as may produce men and women strong enough in body and strong enough in character to mould a social order in which we may live happily and constructively. There never was a greater need for strength of body and strength of character. Have we sufficient vision and purpose to accept the challenge?

We realize, of course, that good bodies and good health cannot be developed by exercise alone. We know that unless we eat good food with body building properties exercise may do more harm than good. We know too that unless proper attention is given to hygiene and sanitation exercise may not help much.

Let us then leave no stone unturned to bring to every possible person such experiences as may make for more healthful living, physically, intellectually, emotionally and socially. For this is required a happy combination of Health Education and Physical Education.

THE GIRL STUDENTS OF THE FIRST "CO-ED" CLASS: 1940-41 —*From "Vyayam"*



H. C. BUCK'S LAST BATCH OF STUDENTS: 1942–43*

* H. C. Buck is looking away—in few groups has he done this !—*Editor*

—*From "Vyayam"*

ARE YOU PHYSICALLY FIT? *

By H. C. Buck, M.A., M.P.E.

Few people keep in good physical condition automatically. Physical fitness is not obtained by wishing for it. It comes about only by working for it. But when we do keep fit our daily jobs become easier and our whole outlook on life is more cheerful and optimistic.

If one really desires to keep fit the following must be practised :

1. Sufficient Sleep and Rest—Most adults need eight hours of sleep daily, children require considerably more.

2. Recreation—You require a complete change from the daily work for both mind and body.

Get yourself a hobby.

When play stops, old age begins.

3. The Right Food—You must eat the right food in proper quantities. Food must be eaten leisurely, in pleasant surroundings, at regular hours. Over-eating and rapid-eating may be worse than too little food or the wrong kind of food. Hungry people live longest provided they are not too hungry.

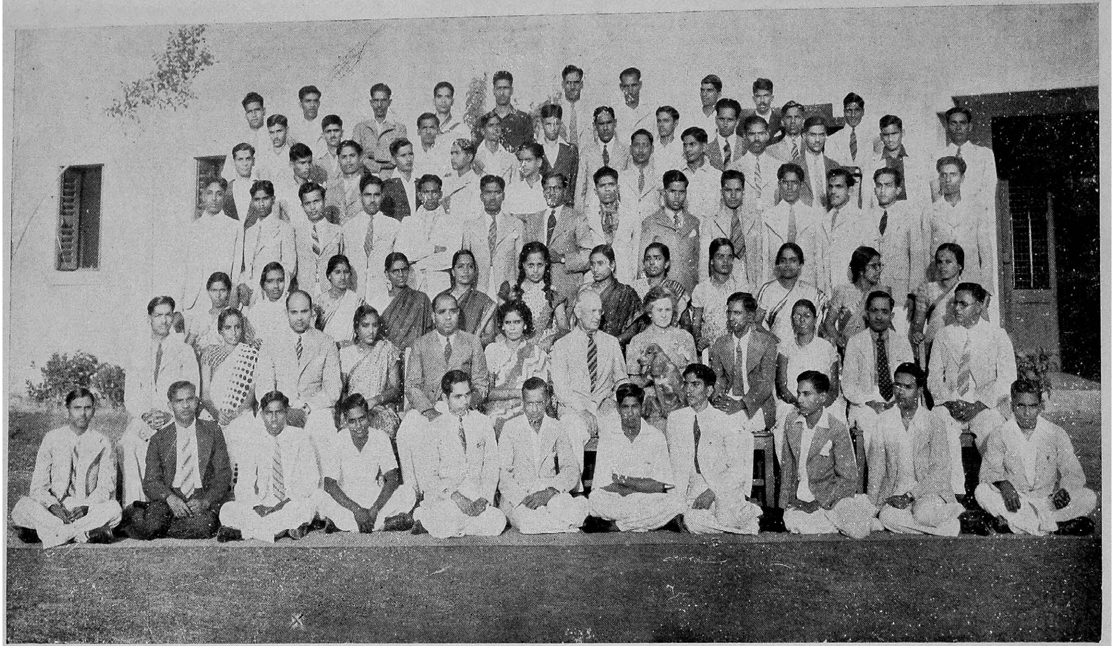
4. Exercise—You must take regular exercise. If periodical medical examinations show that we are physically sound, we are never too old to take some form of exercise. Nature intended human beings to be physically active. Therefore, the vital organs and the muscle will not function properly unless kept in good tone by wholesome physical exercise.

Some of the troubles which we may avoid by observing these simple rules are :—a general feeling of fatigue and poor health—poor digestion—constipation—insomnia—sluggish thinking—sickly appearance.

One of the steps toward fitness which you can take immediately is to get sufficient exercise. Perhaps you have a favorite game which gives your regular exercise. If not, walking is an ideal exercise, especially for adults. A brisk walk stimulates the circulation, stimulates the lungs to greater activity, and helps to tone up a surprisingly large number of the body's muscles.

Walk at a vigorous pace ! Try to get some walking into your daily routine. Walk to your work, to your business, to your office. DON'T RIDE.

* From "Vyayam" Vol. XIV—2.



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* From "Vyayam" Vol. XIV—2.

MODERN POLICY OF ORGANIZING PHYSICAL EDUCATION IN SCHOOLS *

By H. C. Buck, M.A., M.P.E.

(A) AN INTERPRETATION OF PHYSICAL EDUCATION

Physical Education is that part of the general education programme which is concerned with the growth, development, and education of children through the medium of big muscle activities. It is education of the whole child by means of physical activities. Physical activities are the tools. They are so selected and conducted as to influence every aspect of the child's life—physically, mentally, emotionally, morally.

(B) THE AIM OF PHYSICAL EDUCATION

J. F. Williams, a leading authority in the field of physical education, says—" Physical Education should aim to provide the skilled leadership, adequate facilities, and ample time for affording full opportunity for individuals and groups to participate in situations that are physically wholesome, mentally stimulating and satisfying and socially sound."

This implies a thorough understanding of the nature and needs of the participants and a programme utilizing activities and facilities catering to interests and needs.

(C) THE OBJECTIVES OF PHYSICAL EDUCATION

1. The protection and improvement of health and the development of organic fitness.

2. Increase in strength and neuro-muscular control.

3. Development of desirable social attitudes and standards of conduct.

4. Acquisition of skills, habits, and attitudes in a variety of physical activities which will contribute to wholesome and enjoyable leisure pursuits.

(D) CLASS INSTRUCTION IN PHYSICAL EDUCATION

1. All children in the elementary school (Classes 1–5) should participate daily in a programme of directed physical education

* From " Vyayam " Vol. XIV. 3.

activities during which time the teaching of skills, techniques, attitudes and understandings should be stressed. The minimum daily instructional period should be thirty minutes in the morning and thirty minutes in the afternoon. In addition there should be recess periods, periods for free and supervised play, and integration of physical education activities with other phases of the curriculum.

2. Activities included in the physical education programme for elementary schools should be varied in nature, and should include games of simple organisation for large and small groups; rhythmic activities including free and creative rhythms, singing games, and folk dances; hunting and chasing games; modified athletic games; stunts, tumbling and self-testing activities; activities on gymnastic and playground apparatus; mimetics and story plays. This programme of activities should be suited to the interests, needs, and physical capacities of the pupils. Individual differences must be taken into account.

3. School managements should provide equipment and supplies sufficient in amount and variety, together with sufficient indoor play-room and outdoor playground facilities, to permit conduct of such a programme.

4. Elementary school classroom teachers should have a sufficient amount of training to enable them to conduct physical education activities suitable for elementary school children. Such training should be given in every teacher-training institution. Special training should be given in every teacher-training institution. Classes should be conducted for teachers already in service.

5. All pupils in the middle and high schools should participate in a daily programme of directed physical education activities. The minimum time allotment for physical education class instruction periods should be the equivalent of the school's regular academic periods. Additional time should be allotted for practice and participation periods. Time-tables for physical education instruction classes should be planned as carefully as are other class periods. They must fit into the regular school day along with other classes in such a way that every pupil may receive physical education INSTRUCTION daily. This may necessitate radical re-organisation of the entire school programme, even to the extent of starting

the school day earlier; but if we are to educate the whole child we must reorganize school life in such way that our aim may be realized.

6. All pupils in the school should be enrolled in physical education classes. Those who by reason of illness or disability are unable to participate in the more vigorous forms of activity should be assigned to classes in modified activity, or to rest, with full credit in either case. No pupil need be excused from physical education where such a programme is maintained.

7. Work in scouting, or guiding, or in military training should not be permitted to serve as a substitute for physical education since the objectives of each are of such a divergent nature.

8. Classes in physical education should be small enough to permit efficient instruction. Twenty-five pupils per teacher per period is desirable. Never should a class consist of more than forty pupils per teacher. Pupils should be classified and grouped according to their several abilities.

9. The physical education programme should receive equal recognition with other subjects in the curriculum.

10. The content of the programme of physical education in the middle and high school should be broad and varied. It should include a variety of team games, major and minor; a variety of individual and small team sports such as tennis, archery, handball, badminton, tenniquoit, fencing, boxing, wrestling, quoits, stunts, tumbling, pyramid building, gymnastics, drills, marching, etc. efficiency tests and group competition; track and field athletics; rhythmic activities including folk dances and gymnastic dancing, etc.

11. The physical education class instruction period should be utilized for the teaching of skills, attitudes, and understandings in the foregoing programme of activities, and should not be used as a period for free and undirected play. All reasonable precautions should be taken to prevent accidents. Habits of safety in activity should be developed.

12. Supplies and equipment sufficient to organize and conduct the programme adequately should be provided by school managements from funds budgeted for such a purpose. The physical education programme should not be allowed to subsist on such gleanings as the gate receipts of athletic contests, demonstrations,

or student fees, but should be supported on the same basis as classes in History, English, Mathematics, and other school subjects.

13. Adequate bathing and sanitary arrangements, dressing rooms, indoor and outdoor facilities should be provided in each school in order to make possible the most effective programme.

14. Teachers of physical education should be thoroughly prepared for their duties. They should be persons with the best available training and certified as specialists. Unqualified persons must not be permitted to teach physical education.

15. Classes in modified activity, corrective physical education, or rest should be provided for those pupils who, because of disability or illness, may not safely participate in vigorous activity. The medical examination and doctor's recommendation should be the basis of assignment to this programme. Facilities for conducting the above programme should be provided in each school. The services of teachers with specialized training in corrective physical education should be available for each school.

16. All middle and high school pupils should change to physical activities clothing for the physical education period. Bathing should be required at the close of each physical education class. It is most unhygienic to exercise in clothing in which the person will remain after exercise. To prevent chills and fevers there should be a complete change of clothing for exercise and the exercise should be followed by a bath and change into dry clothing.

17. Records of physical education work should be maintained. Just as registers, tests and measurements, and records of progress are kept in other subjects, so the same attention must be given to physical education. Such records serve as incentives to pupil and teacher and enable us to discover whether we are realizing our aims and objectives.

(E) INTRAMURAL OR INTER-HOUSE ATHLETIC PROGRAMME AND RECREATIONAL CLUBS

Such a programme includes those physical education activities organized by pupils and teachers within the school and conducted by them outside of the regular physical education classes.

This programme comprises what is ordinarily spoken of as the PARTICIPATION periods in physical education. The purpose of

instruction classes is to prepare pupils for this participation programme.

1. Inter-House or Intramural activities in a great variety of games and sports should be organized and conducted in both elementary and secondary schools. These activities should be so planned as to make possible the voluntary participation of all pupils.

2. Recreation clubs have an important function in the secondary school to foster participation in those activities which do not lend themselves to a competitive intramural programme. Examples of such club activities are :—camping, hiking, cycling, swimming, dancing, etc.

3. Pupils should participate in the organisation and conduct of such activities under the direction of interested and qualified teachers. The development of pupil leadership is an important aspect of the programme.

4. Facilities and equipment for conducting intramural and club activities should be provided by school management, and should be equally available to boy and girl groups.

5. Awards for winning intra-mural contests, if given at all, should be simple, inexpensive, and of little monetary value. Such awards should be made to teams, not to individuals. Honour boards rather than trophies, are recommended.

6. Play Days and Sports Days within the school itself should be the natural outcome of a well-planned physical education programme.

(F) INTER-SCHOOL COMPETITIONS

A programme of education needs to be conducted throughout the country to bring about a better understanding of the total physical education programme and its relation to inter-school competitions. In many schools there needs to be a shift of emphasis from inter-school to programmes within the schools themselves. More youths should receive the benefits of a well directed athletic and games programme. The inter-school programme should merely be the super-structure of a good foundation of instruction and participation within the school.

1. Inter-school competition should be considered an integral part of the educational programme and therefore under the direction of the physical education teachers. It should be provided for and financed by school managements. It should be administered entirely by school authorities.

2. Coaches or special teachers of any particular game or activity should be *bona fide* full time members of the staff, and should be trained and certified as physical education teachers.

3. Inter-school competitions should be confined to the high schools. They have no place in the elementary or middle schools.

4. Play days may be conducted to bring together pupils from different elementary and middle schools for socialized participation in games and sports, no school championship being involved.

5. The health and welfare of pupils should be the first consideration in planning and conducting inter-school competitions. To protect and promote the health and welfare of competing athletes, the following conditions should be met :

(*a*) Adequate medical examinations for all athletes at the beginning and during each season of participation, with medical service at all contests.

(*b*) Following an illness, the re-admittance of a pupil to participation only on a doctor's recommendation, and under his supervision.

(*c*) Selection of contests which will not overtax the physical capacities of immature pupils.

(*d*) Teachers well trained in the fundamentals of the sport involved.

(*e*) Best obtainable protective equipment for every participant.

(*f*) Ample time for conditioning and training in the fundamentals of each sport.

(*g*) Competition between teams of comparable ability. High School pupils should not compete outside of high school standard.

(*h*) Standardized classification (on such bases as strength or age, height and weight) and eligibility requirements.

Since age is not a reliable factor, of classification for the present should be on the basis of a combination of the factors height and weight.

(*i*) Playing seasons of reasonable duration.

(*j*) No Provincial or Inter-Provincial competitions for high school boys.

(*k*) Limiting boys to participation in two sports per year, in separate sport seasons.

(*l*) Adequate provision for medical and hospital care of injured athletes.

6. Education Department Officers should be members of high school athletic associations and Boards of Control.

7. Inter-school competitions for girls should be limited to invitation competitions, chiefly in the form of sports days or play-days where mass participation is emphasized.

8. All girls' athletic activities should be taught, coached, and referred by trained women leaders, and should not be a mere copy of inter-school contests for boys.

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PHYSICAL EDUCATION—ITS PLACE AND VALUE IN MODERN LIFE

By H. C. Buck, M.A., M.P.E., Principal, YMCA College of Physical Education, Madras

In spite of an abundance of acceptable interpretations and advice from authoritative writers and speakers there is still a deplorable tendency to cling to outworn methods and systems of Physical Education, and to entrust the physical lives and desires of our developing youth to the unintelligent guidance of illiterate "drill masters". Therefore, whether physical education has any place in the present social order, and whether it can contribute anything of value to modern life, will depend entirely upon whether we intend to continue to cling tenaciously to the traditional formalised and standardised schemes of Physical Education based on some artificial system of exercises; or whether we are prepared to study human nature and to base our programmes of Physical Education on the principles derived from that study. I think we may assume at the outset that in any educational procedure the sensible thing to do is to be guided by the facts obtained from a study of human nature and to build up our programmes in the light of the facts discovered therefrom. Physical Education is education. It is education of the whole man through the medium of physical activities. As such, the activities should be carefully selected as to kind, and just as carefully conducted for desirable outcomes or values. But Physical Education, in the past, has suffered from the same defects as has general education. There has been too great a tendency to follow the line of least resistance, and to fit individuals and groups to pre-conceived schemes of work instead of fitting the programme to the interests and needs of those being educated. Such misguided procedure is not likely to result in personalities possessing habits, attitudes and skills of any real value for the present or for the future. Education and Physical Education must provide experiences that are life-like and which will produce personalities capable of adjusting to the present-day social order. A study of the history of Physical Education reveals the fact that much valuable time has been wasted in quarrelling over the merits of systems. Exponents of various formalised systems have succeeded in inducing unimaginative people in all arts

of the world to introduce these traditional standardised programmes. It has been firmly believed that this was Physical Education. But history also reveals the fact that the outcome of such procedure has been rebellion on the part of school pupils and college students, the creation of a great dislike for that to which we are content to attach the name of Physical Education, and a great set-back to efforts to introduce Physical Education worthy of the name.

If one has in mind only those principles derived from a study of physiology and anatomy, his programme is likely to be made up only of invented artificial exercises which may have a place for the purpose of body-building and posture training. But man is much more than mere muscle and bone and posture. Unfortunately this common narrow conception results in a therapeutic procedure wherein the participants are dealt with as hospital patients rather than as personalities with interests and emotions which must be catered to and moulded by providing activities that have meaning and which call for self-expression resulting in self-discipline and self-development. A comprehensive, educationally sound programme of Physical Education is not confined to a consideration of the principles discovered by a study of physiology and anatomy alone. But in addition, it accepts and applies the facts revealed by psychology, sociology, anthropology, and allied sciences. And its values are attitudes and skills useful and acceptable throughout life, plus the necessary concomitants of health and presentable physique. In brief, Physical Education must not be thought of as a therapeutic measure, but as education. And as such it must conform to all the principles on which any sound scheme of education is based. And it must have just as intelligent leadership as any other phase of education, so that its net result may have truly educational values.

An eminent authority in the field of education has said that the aim of Physical Education should be to provide the leadership and the facilities that will make it possible for individuals and groups to react in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound. Its objectives should be organic vigour, a reasonable degree of strength, physical skills useful now and throughout life, a good emotional attitude toward play and games, good social conduct, and wholesome living in every aspect of life. It seems clear that a standar-

dised system and uneducated leadership will not make such an aim and objectives realisable.

The question may then be asked, what constructive proposals can be put forward to give Physical Education an acceptable place and to make it of real value in modern life. The answer to that question might be, Depart from the traditional and experiment with a programme built upon the following guiding factors:

(1) The inherent interests and desires of the participants. (2) The needs of the participants. (3) The physiological or health values of activities. (4) The social values of activities. (5) The carry-over values of activities. A physical education programme constructed and conducted along these lines may reasonably be expected to elicit voluntary response because the activities are more likely to have meaning, and the outcomes should be more acceptable than those obtained from a barren meaningless programmes of formal drill. It would take too much time and space to outline in detail the selection and arrangement of suitable activities for each section of this suggested natural programme, but we shall as briefly as possible indicate the possibilities.

(1) The inherent interests and desires of the participants. Every normal child or adult desires to express himself through play, and every person must have this expression through play if he is to develop normally and if he is to maintain normality. Reference to literature on the philosophy of play will suffice to convince us that any programme of physical education that does not afford adequate opportunity for play and games activities suited to the age characteristics of the participants, is not educationally sound. Well selected and intelligently conducted play activities elicit voluntary response and therefore produce desirable outcomes. If we should ask the school-going and college-going population what physical activities should be included in the programme I am sure we would find play and games at the top of the list and formal artificial activities at the bottom.

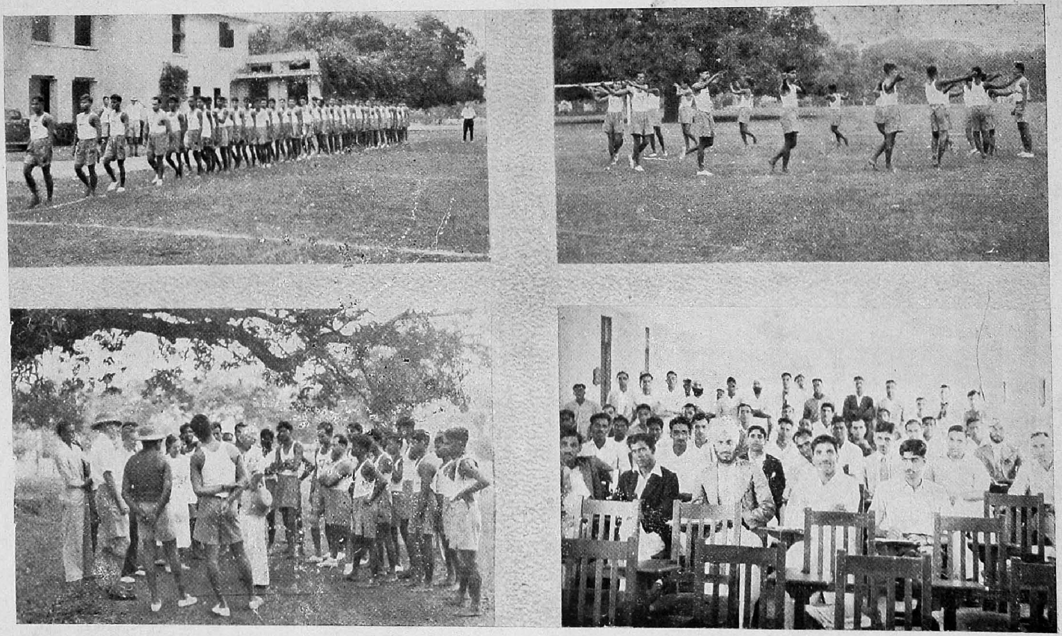
(2) **The needs of the participants.**—The needs may be functional, or structural, or psychological, or all of these. But participation in natural, racially-old activities is more likely to cater to all of these needs because they are the activities that have made man what he is to-day; and the natural activities must be included to prevent the human race from becoming physically

illiterate. Our physiological functions, our anatomical make-up, our bodily mechanics, and our mental poise all demand life-long participation in those activities through which the human race has expressed itself from its very beginning. The programme of physical education must therefore make ample provision for maintaining and improving the fundamental physical skills of man. Such activities have meaning.

(3) **The physiological or health values of the activities.**—Some physical activities have a greater physiological effect on the body than others. Intelligent selection is, therefore, necessary to ensure that activities are well within the capacity of the participants to perform, and that the result will be improved organic vigour rather than detriment to the vital organs of the body. Our hearts, lungs, muscular systems and other vital capacities can be more readily influenced through games, athletics, sports, etc., than by any other means. But these must be rational and not beyond the endurance or skill of the performers. The mental health also is preserved in such participation because of the joy and satisfaction of expressing oneself physically through activities that have meaning.

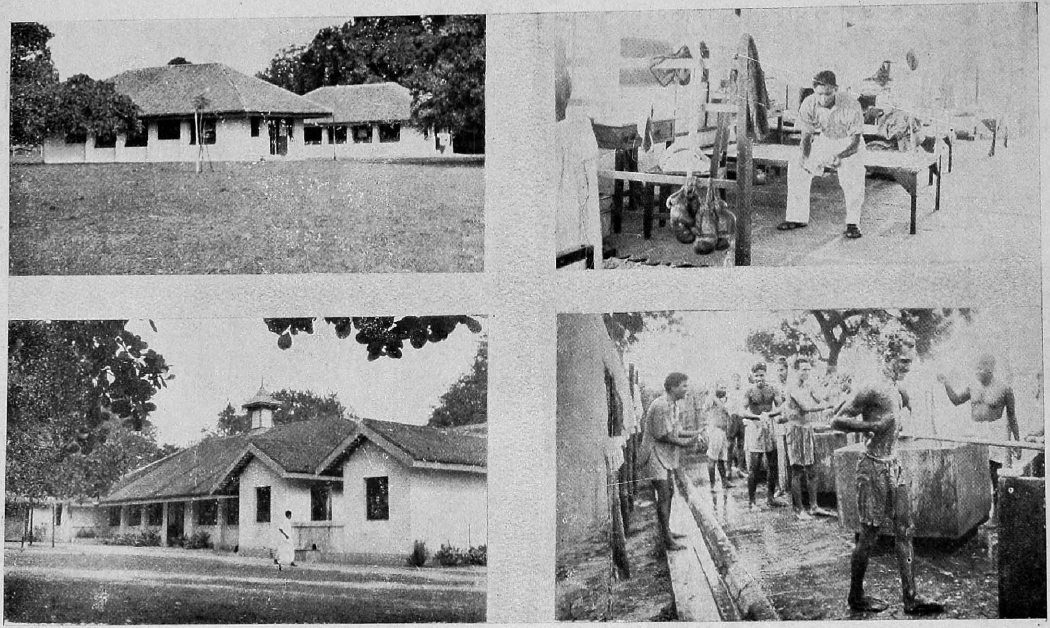
(4) **The social values of activities.**—The present-day social order requires citizens of good character, citizens possessing good social conduct. A good society is made up of people possessing a sense of justice and fair play ; a spirit of co-operation ; loyalty to worth-while causes ; initiative ; resourcefulness ; courage ; physical, mental and moral stamina. These qualities can be developed only as we provide experiences requiring the practice of such qualities. The qualities are not inherent in the practice of purely individualistic activities, but in those which call for co-operative effort. Team games, if well organised and well supervised, afford the greatest opportunity for developing the qualities of character which make for good citizenship.

(5) **The carry-over values of the programme.**—The modern physical education programme must include activities that will result in skills enabling people on their own initiative to find satisfying and wholesome physical recreation during their leisure time, and after they have passed out of school and college. It is a most pathetic sight to see such large numbers of people who have had only a " physical exercise " programme during their school



Life in and out of the College Buildings

—*From "Vyayam"*



—From " Vyayam "

Life in and out of the College Buildings

and college days and who afterwards have neither the games skills nor the play habits which they should have to enable them to play throughout life. In other words, the traditional physical education programme is defective in that students leaving educational institutions are still physically illiterate. We must educate for leisure time and our physical education must be so planned and conducted that it may result in knowledge, habits, attitudes, and skills useful for the present and throughout life.

In conclusion, we may say that such a programme of physical education calls for intelligent leadership. It requires the best products of our universities; intelligent, educated persons with service motives and willing to devote one or two years to a special study of the philosophy and technique of physical education and of the sciences from which its guiding principles are formulated. Nothing short of this will suffice, if physical education is to deserve a place in the general scheme of education and of life, and if it is to make any valuable contribution to the present-day social order.

HEALTH EDUCATION

By H. C. Buck, M.A., M.P.E., Principal,
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Unfortunately, Health Education is as badly misconceived and as inadequately introduced into educational institutions as is Physical Education. Too often Health Education is thought of as mere text-book instruction in Hygiene without any attempt to put that instruction into practice through actual wholesome living. Mere knowledge of health facts is not sufficient. It is only as knowledge is applied that desirable outcomes are possible. Therefore we now interpret Health Education as the sum of experiences in school and elsewhere which contribute favourably to the acquisition of knowledge and the development of habits, attitudes and skills conducive to wholesome living now and throughout life.

The aims of Health Education may be briefly stated as follows :

1. To instruct children and youth so that they may conserve and improve their own health.
2. To establish in them the habits and principles of living which throughout their school life, and in later years, will assure that abundant vigour and vitality which provide the basis for the greatest possible happiness and service, in personal, family and community life.
3. To influence parents and other adults, through the health education programme for children, to better habits and attitudes, so that the school may become an effective agency for the promotion of the social aspects of health education in the family and community as well as in the school itself.
4. To improve the individual and community life of the future ; to insure a better second generation, and a still better third generation ; a healthier and fitter nation and race.

But this aim cannot be realized by mere text-book instruction. If we wish to develop health habits we must provide ample opportunity and suitable environment for practising health habits.

The Methods of Health Education may therefore be outlined as follows :—

MEDICAL INSPECTION AND FOLLOW-UP WORK

The only reliable method of obtaining facts to guide us in dealing with the health of children is by means of a thorough medical examination. Once the defects are discovered children and parents must be given proper instruction and guidance to enable them to have the defects removed. The school or college need not provide facilities and staff for treatment, but should certainly help to arrange for treatment at hospitals, clinics, etc. This part of the programme is one phase of Health Education in that both the parents and the children are guided in the preservation and correction of health.

But Medical Inspection without advice and follow-up is a waste of time and money. It is, however, a legitimate and necessary part of Health Education and should be introduced on a proper basis into every educational institution.

Space does not permit dealing with the details of organizing and conducting Medical Inspection, but educational authorities should familiarize themselves with it in its modern aspects.

HEALTH SUPERVISION

This division of Health Education deals with the conditions of the environment and the activities of the students, the wholesomeness of the methods of teaching, the programme of the pupils, the sanitation of the building, the sanitation of the grounds, etc. This is health education because one learns health standards by example, and it should therefore be a primary concern of all schools and colleges to see that grounds surrounding buildings are scrupulously neat and clean, that the class rooms are kept in the same manner, that ample toilet and latrine facilities are provided and that pupils and teachers co-operate in keeping the environment wholesome.

As a bit of a test look at your own school grounds and school rooms and ask yourself whether they are such as might influence pupils for beautiful living or whether they are ugly, full of rubbish, grounds being used as latrines, everything slovenly and contributing to ugliness and to ugly living.

We must also remember that while a clean environment contributes to beautiful and healthful living, an ugly, unsanitary environment contributes to disease and is a real menace to health.

Try improving school compounds and notice the marked improvement in mental health as well as in physical health.

Health Supervision in all its aspects is an extremely important part of health education if pupils are to do their best in academic work and if general education is readily to equip them for abundant living.

HEALTH INSTRUCTION

Under this division of health education is placed the organized teaching of health. Some of this teaching may be done from text-book on hygiene, but a radical departure from the traditional teaching of hygiene is imperative. It is essential to first ascertain the health needs of pupils and then to deal with those particular problems. By way of suggestion the teacher might work out with the pupils a list of hindrances to healthful living and then set about in co-operation with the pupils to find ways of removing the hindrances. It should be a sharing process between teacher and pupil and the project method should be resorted to as fully as possible.

In conclusion it might be added that Health is quality, not quantity, that it is that quality which enables one to live best and serve most, that it is not merely physical but mental, social, and moral as well as physical. Best results in health education may therefore be obtained by providing for the pupils life-like experiences which are wholesome in every aspect.

LOOKING FORWARD IN PHYSICAL EDUCATION

By H. C. Buck, M.A., M.P.E.,
Adviser to Government of Madras on Physical Education

(The Presidential Address, delivered at the Eighth Provincial Physical Education Conference of Madras)

The organizers of this Conference have set for us the task of considering the place and the nature of physical education in the new world Order. This is a difficult task and a very real challenge to the intellect and to the ideals of the profession which we so proudly represent.

I take it that we accept the challenge in hopeful anticipation of being instrumental in ushering in a world order which will attach less value to material things, but much greater respect for spiritual values. It will, we hope, be an order in which mere physical prowess will not be worshipped to the exclusion of ethical and moral qualities, an order in which scholastic attainments will not be acquired at the expense of physical and moral attributes. This anticipated world order will require more than ever before the hor-moniously developed man, men and women with such an integra-tion of physical, mental, and spiritual powers as we have never had in any previous world order. We shall need men and women of real hardihood, not merely hardihood of body, but hardihood of character as well; men and women possessing the moral fibre capable of creating and maintaining mutual understanding, respect, co-operation, and a true spirit of brotherhood between man and man.

As a profession, we preach wholesome living, the abundant life, education of the whole man, the integrated personality. We ADVOCATE the practice of shaping physical education according to the interests and needs of those participating in it, of providing such physical experiences as will result in improved behaviour as well as improved bodies. We CLAIM that physical education is acceptable only as it conforms to sound principles. We TEACH that physical education should assist nature in ensuring normal growth and development, that physical education is merely a means to an end and not an end in itself, that its outcomes should be organic vigour, acceptable skills, desirable attitudes and habits

and good social conduct. The foregoing is sound philosophy, but it must be translated into action on a sufficiently wide scale if we, as physical educators, are to play our part in ushering in the desired new social order.

The history of physical education from very early times right down to the present is a thrilling story of enthusiastic and conscientious effort on the part of many noble pioneers, but is also a story of many colossal blunders. Perhaps the greatest mistake of all has been the failure to regard man as a whole, the mistake of dealing with him purely as a physical being, the failure to realize the necessity for a psychological approach, the mistake of putting the person into a programme of standardized activities instead of providing activities according to the characteristics and interests of those who were to participate in them. Such mistakes have led to a narrow conception of physical education, to rigidly formalized and standardized artificial exercises and SYSTEMS OF PHYSICAL TRAINING for mere body building and posture training. Such mistakes have delayed for too long the development of a desirable broad conception of education of the whole-man by means of comprehensive programmes of meaningful physical activities catering to and influencing man physically, mentally, morally, and socially. Much valuable time and effort have been wasted in quarrelling over systems, activities, and exercises. A willingness to subject all activities and programmes to the acid tests of sound principles, a willingness to select activities according to the nature, interests, and needs of participants, might have enabled our earlier pioneers of physical education to have made greater progress in a shorter span of time. In India, too, progress has been retarded by the same narrow conception that physical education is built only on anatomical and physiological principles, and by the failure to realize the necessity for building on psychological and sociological principles also. Illiterate drill masters, mass drill, subjective activities, and lack of status for physical education are some of the landmarks of a narrow conception.

Artificial System such as the German System, the Danish System, the Swedish System, etc., have held and still hold the centre of the stage for many promoters of physical education. All such Systems have their good points, but they are not sufficiently comprehensive to cater to all the interests and needs of boys

and girls, of men and women. They fail utterly to shape ... to be good citizens of any social order. No standardized system can be sufficiently comprehensive to do this, for while it may contain and practise some of the truths that are conducive to good living, it cannot possibly contain all the truths. Therein lies the folly of slavishly following a particular system or of being bound to any special set of exercises. The futility of depending solely upon a system is that all systems are built upon the assumption that man is merely a physical being, a thing tobe exercised, ordered and regimented. Systems leave out of account the fundamental truth that man is also endowed with emotions, with desires for self-expression, with a personality, with interests which need to be understood and satisfied. This Physical Education Conference might spend much time debating over the merits or demerits of Yogic Asanas, or of Suryanamaskars, or of the various Dundahls and Bhaskies, or as to whether Indigenous Activities and Indigenous Games should be introduced to the exclusion of all foreign activities. But such pocedure will be no more helpful today in developing a new world order than has been the unfruitful quarrelling over systems and exercises down through the long periods in the earlier development of modern physical education. We will, on the other hand, have to be broad-minded, and calmly attempt to determine the place and the value of activities for the programme in the light of scientific and educational principles, and not by their place of origin or traditional usage. Activities must merit and justify a place in the programme by all the tests of all the principles, in the full realization of our ambition for a new order which is certain to call for extraordinary men and women. We must then come to the point of considering some of the things which need to be done by physical education to fit men and women for a reformed social order.

1. We need to dedicate our lives unreservedly to service for and with the boys and girls who are going to be the men and women of the new order. In spite of many obstacles, in spite of poor salary scales, in spite of the poor status given to physical education, we have greater opportunities for influencing lives than come to most other people. We should cherish this opportunity. We should also be frightened by it. The responsibility is great. We come into contact with boys in all their primitive desires expressed most fully through physical activities. We may help

...n to control those primitive desires and to direct them constructively into right channels, thus building good character. Or we may make the grave mistake of actually aiding and abetting the boy in his displays of lack of control of the fundamental urges, thus using physical activities, as a means of destroying character. The physical education teacher who ever-lastingly insists on his or her pupils observing the spirit of the rules has this idea of character building through play. The teacher who withdraws his pupils from a match because they are losing or because the referee's decisions were not according to their liking is not helping boys to control primitive urges and is destroying rather than building character. The new world order must be one that respects and obeys rules. There is no more satisfying work in this world than that of helping boys and girls to discover the high values of self-discipline. Any sacrifices that we as physical education teachers may be called upon to make in this effort are worth making.

2. Educational Institutions must willingly and conscientiously give greater opportunity for physical education to succeed, and to physical education teachers more scope for doing effective work.

When we look back twenty-four years to the then barren programmes of drill and gymnastics under the leadership of illiterate drill masters, and compare that with the improved type of activity and the higher quality of leadership in evidence today we have no reason to feel that the situation is utterly hopeless. At the same time, we have not many reasons for congratulating ourselves, for the goal has not yet been reached. Much remains to be accomplished. Public opinion must be educated and stimulated in favour of scientifically correct and educationally sound physical education directed by highly educated and specially trained leadership. Parents and teachers must be brought to appreciate physical education for its real values. Headmasters and Principals must give to physical education the same status as to general education and physical education teachers must be given the time, the place, the equipment and the status that will enable them to educate and to shape lives by means of well selected and adequately conducted physical education activities.

We have seen progress in some directions, and that is commendable. The Government of Madras and the Department of Education deserve the highest praise for the requirements intro-

duced regarding the qualifications of physical education teachers, the number of teachers per pupil population, the types of periods to be conducted, the conducting of tests in fundamental skills and games, the keeping of registers and records, and for the improved requirements in physical education for girls and women. But we cannot and should not depend upon legislation alone for progress. We must continue to shape opinion and eventually bring educational institutions to give physical education its rightful place, not because of legislation, but because of their implicit faith in its values.

The sad part of the story is that in spite of requirements in various aspects, in spite of considerable faith, in spite of some noticeable progress, the time-tables for physical education in far too many institutions are no better to-day than they were twenty-five years ago. The traditional practice of postponing all physical activities until the end of the day usually results in mass drill or mass play as a bad substitute for physical education, creates a bad attitude towards physical education, makes it impossible for physical education teachers to work with small groups, makes good teaching impossible, makes it impossible to develop skills or improve ethics, and does not provide sufficient real work for the physical education teacher. This practice cannot be honoured with the name of physical education. If we accept the belief that physical education has a very real part to play in determining a new and better world order the whole school day will be so re-organized that pupils will report for physical activities classes in small groups in a sufficient relay of periods to permit of actual teaching, to enable teachers to provide suitable and adequate experiences for all pupils, so that the outcomes from physical education may truly be considered as on a par with those from the other educational experiences. Our aim must be to provide daily physical education periods for all pupils, in each period not more than 30 to 40 pupils per teacher, a sufficient number of qualified teachers to permit of many such small divisions, ample play areas, and adequate equipment.

I venture to express the opinion that the present faulty organization and lack of time-tables for physical education will not enable this branch of education to make any contribution of great value to the new world order. The very best programmes

of physical activities that could be devised and the most capable physical educators in the world are doomed to failure if pupils are not permitted to participate in groups small enough to enable teaching to be done, and if they cannot participate sufficiently often to reap the benefits which come only by repeated experiences.

3. In promoting and in conducting competitions we must put forward every effort to maintain and improve the spirit of play.

Due to improved organization for competition, to improved leadership, and to improved refereeing we see much less bad spirit displayed in competitions to-day than was apparent twenty-five years ago. But we are not yet perfect. Still there are incidents of which we must be ashamed. During this very year of 1941, I have been flooded with letters from people, who, finding it difficult to accept defeat gracefully, hoped to be able to obtain statements which might support their protests against referees and their claims for re-play of matches. It is apparent that there is much room for improvement in attitudes, much yet to be learned about the real purpose of games, much to be taught about the spirit of the game and about the correct meaning and application of the term sportsmanship. When some teachers and promoters of competitions still have that peculiar attitude of mind which places the emphasis on winning rather than on the spirit of play, which makes it difficult for them to accept defeat without blaming the referee and others, we cannot expect sportsmanlike attitudes from players and spectators. Unfortunate incidents in major as well as in minor tournaments might be avoided if more leaders realized the colossal harm that is done to the characters of players in permitting wrong attitudes to prevail. One thing is certain, attitudes, desirable or undesirable, are bound to be developed. It should be our business as physical educators, therefore, to see to it that the attitudes developed as the result of our efforts may be desirable ones. If we permit or encourage protests against referees, and rebellion against rules and authority, we are most certainly helping to develop undesirable attitudes of disrespect, disorderliness, lack of discipline, lack of self-control ; attitudes of revolt and rebellion. To develop the desirable attitude of respect for rules, respect for authority, the attitude of orderliness and self-control we must inculcate in our pupils the awareness that the most important thing in play is not whether one wins or loses, but HOW one plays the

games. A desirable world order will have little place for those who demand that all decisions must be made in their favour.

4. I am of the opinion that we must come to the point of placing much less emphasis on Inter-School and Inter-Collegiate Competitions and much greater emphasis on the physical education programme for the other 90 per cent within the school. The Competitions between institutions have their values and should be retained and improved because of these. But when major effort, major time, major expenditure and major facilities are devoted to catering to the small 10 per cent who play on representative teams and the remaining 90 per cent are neglected, it means that physical education is not promoted for its highest values. It means that, once again, the desire to win distorts the view, causes us to see things disproportionately and makes it practically impossible to develop good health and good social conduct in the whole body of students. A programme that aims to give us a better social order must provide for all, must provide experiences for large numbers on such a wide scale that it may develop good social conduct in the masses, and not merely for a select few. The physical education programme for the entire student body instead of being a lifeless neglected one must form the foundation-stone for our Inter-institutional competitions. The representative teams should merely be the outgrowth or flowering of a good programme of activities for all. The programme for all must be as attractive and enjoyable as the Inter-School Competitions and should aim to make a good athlete of every boy, rather than to be satisfied with a small handful of fairly good athletes at the expense of the many, and with no foundation for future growth and selection. If the experiences provided for players on the representative teams have all the values claimed for them, it seems reasonable to expect that the same sort of valuable experiences should be provided in as great a measure for the other students also.

5. Realizing that we learn what we practise we must see to it that the experiences provided are such as call for the practice of those qualities that are most desirable. In order to teach fair play we must provide ample opportunities for practising fair play, opportunities for discovering that playing fair is more satisfying to all concerned than is cheating. If we permit cheating we succeed only in teaching cheating. In other words, it is our

duty and our privilege to so teach that the practice of good qualities such as fair play, honesty, respect, co-operation, loyalty, etc., may be found the most satisfying, and that the undesirable practices may be found annoying. We cannot teach morals and ethics by lecturing about them. Only as we provide experiences and guidance in the practice of desirable conduct will desirable conduct be learned, and it must then be practised over and over again until it becomes a lifelong habit.

6. We must not be satisfied with the promotion of constructive play for the student population alone. If our programme is to be a part of the new SOCIAL ORDER, the big problem of public recreation must be attacked in real earnest. The first public playground in Madras was opened in 1915. We now have sixteen such public playgrounds in Madras City. It has taken twenty-five years to attain this small development. It is not much to boast of in a city with over 8,00,000 people, most of whom are non-students and under-privileged, badly requiring open spaces and wholesome recreation. But it is a beginning in an effort to bring health and happiness to large numbers, and the Madras Corporation is to be congratulated on having at least made a beginning. When they have provided one hundred such equipped and supervised recreation centres for this city they will have something of which to be proud. Other places in India also have opened some public playgrounds. But the movement is still in its infancy, much still remains to be done to stimulate public opinion in favour of such amenities. And, not only in the cities are such recreation centres desirable. The rural areas require play and its values as much as does the City. A beginning has been made in Rural Recreation in Salem, Cuddapah, and Arcot Districts. In these centres the experiment has been successful and valuable. It is our hope that such development may spread to all rural areas.

7. In full realization of the fact that Physical Education will never make its fullest and richest contribution to the life of India until we have closely co-ordinated with it a thorough-going Health Education programme, every possible effort must be put forward to introduce and effectively carry on Health Education in every educational institution.

By Health Education we do not mean the mere traditional study, recitation and examinations on hygiene, text-book knowledge.

We know now that knowledge is of value only as it is applied in everyday life. This certainly is true of the knowledge of hygiene. Therefore, health education of to-day must consist of a comprehensive set of experiences in health practices leading to healthful living. Such a Health Education programme must be composed of Medical and Physical Examinations, Health Service, Health Supervision, and Health Instruction. The Medical and Physical Examinations discover for us the facts which should guide us in SOME aspects of our Physical Education programme, and in all aspects of our Health Education work. Without the findings which can be had only by thorough and regular Medical Examination we are working blindly and not scientifically. The Health Service programme is largely the follow-up on the Medical Examination and consists of corrective and remedial measures, preventive and immunizing measures, first-aid treatment, dispensary and sickroom care, etc. Health Supervision is necessary to help students to apply healthful living to every corner of their environment. Its purpose is to discover any violation of the rules of Hygiene and Sanitation in Living Quarters, Mess Halls, Class Rooms, Playgrounds and Compounds generally, to rectify the defects, and to help students to put the rules of health into actual practice. Health Instruction and Health Guidance aim at such more than teaching and learning facts about health. They form a process of providing not only knowledge, but also such a variety of experiences in healthful living that the outcome may be attitudes, habits and skills ensuring personal and community health.

For the benefit of any who may have the notion that physical exercise alone will build strong bodies we particularly stress the claim for the inclusion of health education. Bodies cannot be developed without proper feeding as well as exercising, and so it becomes essential to pay careful attention to the whole problem of diet and nutrition. Health cannot be maintained and promoted in environments detrimental to health, nor by people of faulty health habits, even though they may have exercise habits. Exercise without proper attention to the fundamentals of hygiene and sanitation will be harmful rather than beneficial. Thus, our plea for Health Education as a necessary co-partner with Physical Education. The new world order will require particularly healthy people. Physical Education alone cannot produce them.

8. We must turn our attention to research work in the field of physical education and health education. Little or nothing of this sort has yet been done in India although other countries have done much and have thereby made valuable contributions, not only to their own countries but to the whole world. There are many special studies which need to be made and we as a profession should be directing our attention to them. The YMCA College of Physical Education has been searching for ways and means of making it possible for some studies to be made by men who may be sufficiently interested and capable of carrying them out. We have faith that some day the way will be opened.

9. In conclusion, our plea is for larger and larger numbers of intelligent, resourceful, highly qualified physical educators inspired with the motive of service for humanity. There is a very real NEED for pioneers in this field. In India to-day it is as great if not greater than it was in the early pioneering days of the 17th and 18th Centuries in other parts of the world. But we require pioneers whose primary interest is human beings rather than activities, who visualize the boys and girls to-day as the personalities to be shaped for an acceptable world order of to-morrow and who can use physical education as a means towards that end.

THE PLACE OF INDIGENOUS ACTIVITIES IN THE PHYSICAL EDUCATION PROGRAMME*

By H. C. Buck, M.A., M.P.E., Principal, YMCA College of Physical Education, Madras

At the outset of this discussion most of us, probably, will agree that sound physical education is based on sound PRINCIPLES, rather than on standardized systems or traditional practices. If we accept this essential point of view then our programmes and methods will, no doubt, arise out of beliefs based on facts, and not from mere imitation of the practices of others. Also, there will, no doubt, arise comprehensive programmes of physical education rather than narrow ones, and a departure from strict adherence to any particular brand of activity. If physical education is an educational procedure which aims to influence the whole man, —physically, ethically, socially, intellectually, if it is a procedure which aims to develop personality and character as well as bodies and vitality, the programme cannot be based on one truth, or on a few truths, but on all the truths brought to us by the study of such sciences as biology, psychology, sociology, and allied subjects.

If we follow this policy of catering to the whole man, of providing physical education that influences and shapes lives for wholesome happy living, rather than following the outmoded method of merely attempting to develop physical strength, we will, no doubt, find ourselves departing from the practice of labelling activities as foreign or indigenous, and falling into the practice of searching far and wide for any and all activities which sound principles will permit as worthy of a place in the programme. We will find ourselves (selecting ?) activities on their merits, giving a place to those which have real values for desirable outcomes in all aspects of life, and just as readily discarding those which are found to possess little or no value.

An eminent world authority on physical education has defined it as the sum total of man's physical activities selected as to

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kind and conducted as to outcome. In this definition there are two responsibilities thrown upon us. We are asked to select activities as to kind. We are also asked to conduct the activities for desirable outcomes. When we select activities as to kind we cannot be guided by any one factor. Several things must be kept in mind. Therefore, in giving a place to physical activities the following factors at least must guide us:—(*a*) the type of activity that mankind has always participated in, the kind that has made man what he is structurally and functionally, racially old or natural activities; (*b*) activities that cater to the inherent interests or desires of the participants; (*c*) activities to which there will be willing and hearty response; (*d*) activities that are well within the strength, endurance, and skill of the participants to perform; (*e*) activities for which there is some background of experience; (*f*) activities which cater to needs as well as to interests; (*g*) activities suited to available area and funds; and (*h*) activities that will have carry-over values for future leisure time recreation.

When we attempt to conduct activities for desirable outcomes we are confronted with much more than deciding upon the kind of activity. We must have LEADERSHIP with intelligence and high purpose, leadership that can employ suitable activities in such a way that the outcomes may be not only physical health and strength, but also those qualities which make for good citizenship. And even then the results sought for are not obtainable unless the activities provided are such that boys and girls, men and women will respond and participate, for we learn and improve only by doing, and there will be no doing unless the activities appeal. The outcomes sought in physical education are health and strength, physical skills, wholesome attitude toward competitions, good social conduct, good ethical character, and the ability to plan and organize satisfying physical recreation for one's self.

And, so, whether indigenous activities have any place in the modern programme of physical education depends on whether indigenous exercises and indigenous games meet the requirements of physical education as we have presented them. Our observation and experience over a period of years leads us to believe that many indigenous exercises and games do meet some of these requirements and that therefore they should be given a place in the physical education programme, but not necessarily the whole place. We believe that one mistake that has been made by some

few people has been in attempting to include indigenous activities merely because they were indigenous, and in excluding so-called foreign activities merely because they were foreign. This is an unwise method of selecting and discarding. The wiser method is to take each and every activity regardless of the part of the world from which it may come, test it against the principles which should govern us in all educational procedure, select the desirable indigenous and non-indigenous activities, and discard the undesirable indigenous and non-indigenous ones.

One great factor in favour of including indigenous exercises and indigenous games in the programme is the factor of economy of space, economy of equipment and economy of funds. There is much to be said in favour of indigenous activities on these grounds, and where the situation in such that space for large area games is entirely out of the question, the non-equipment games like Kho Kho, Atya Patya, and Chadugudu and other Indian games lend themselves admirably for inclusion in the physical education programme. But there are also a number of non-indigenous small area games that are inexpensive and which can well be included to supplement the indigenous games and to avoid making the programme too narrow and too monotonous. And also we must not be bound down too rigidly with the idea of economizing, nor must we be content forever with inadequate facilities and inadequate areas for physical education activities.

A brief exposition of a successful experiment conducted by our YMCA College of Physical Education in Village Recreation may serve to indicate how indigenous activities may be utilized to good advantage for certain situations. During last May and June, Mr. P. M. Joseph of the staff of our YMCA College, along with some of our students went into Salem District in South India to experiment with the development of Village Recreation. In all their efforts they had to be content with small areas and no equipment. But they did find that village people were just as anxious to play as city people and that their response and enjoyment were just as satisfactory ; and they found that the Indian games of Kho Kho, Atya Patya, and Chadugudu along with other small area non-equipment games had a great appeal for the people and that they participated joyously in large numbers.

Finding a ready response to such activities, the next step was to so organize that the recreation programme would carry on when Mr. Joseph and his co-workers departed from the scene. So, voluntary leaders were called for. These leaders were trained in suitable activities and were also given ideas regarding setting up organizations that might make possible a permanent continuance of the recreation. In this way leaders were trained in a number of centres, recreation associations were organized, demonstrations were given, inter-village and inter-group competitions were conducted and the activities employed were the indigenous activities. Of course we must realize that village people usually have some background for the indigenous activities and little or none for non-indigenous ones, and therefore response, as usual, readily obtained to the thing they know and understand. On the other hand we must realize that in some other situations the response to indigenous activities would not be obtained so readily because of an entirely different background and experience. In such a situation it would be a great mistake to attempt to take away from them the activities which they know and enjoy, and to force upon them the indigenous activities which they do not know. In other words the activities which suit a village situation so well, may not at all suit a school or college. We know some schools and colleges that would rebel vigorously against a programme made up largely of indigenous activities, and other educational institutions where they would be welcomed and enjoyed.

I think there need be no argument or difference of opinion as to whether or not indigenous activities should find a place in physical education. It needs to be decided largely on the basis of what the participants want and enjoy, and not entirely on the basis of what the exponents of particular systems may think the participants should have.

In Madras Presidency it has been our policy for years to incorporate in the physical education for schools, colleges and public playgrounds some of the best of the indigenous games and exercises. At the same time we have not eliminated foreign games and exercises and our experience has been that a happy combination of all of these is a wise procedure in attempting to develop sound programmes.

At the YMCA College of Physical Education in Madras we teach all of the Indian games which may satisfy natural play desires. We also teach the various Dundahls and Bhaskies, the Suryanamaskar, Lathi Play, Lezim, etc. The games have the same educational and physical values inherent in all games, and the exercises have good body building values. But naturally we do not confine our physical activities programme to the indigenous ones alone. In so far as indigenous rhythms are concerned we have been giving considerable attention to the study and practice of Indian Folk Dances. In South India the Kummi and Kolattam are the most suitable ones for inclusion in the physical education programme. They are excellent in that they give opportunity for self-expression through rhythm. We believe that such indigenous activities should be given a large place in physical education.

In so far as the Yoga Asanas are concerned we do not feel competent to express an opinion. Until much more thorough-going scientific study has been made on these exercises we must all refrain from making extravagant claims for their therapeutic values. We MAY find some day that they can be used to good advantage for remedial purposes. They are, however, exercises of a subjective nature and do not make such of an appeal to vigorous youths whose chief interest is in activities of an objective nature, such as play and games.

In the final analysis we must be prepared to submit all activities, indigenous or otherwise, to a battery of experimental and scientific tests. Those which pass the tests should be retained in our programmes. Those which fail must be thrown into the discard. And the tests applied must be not purely physiological tests, but psychological ones also. For physical education is concerned not only with bodies, but with personalities as well.

THE YMCA COLLEGE OF PHYSICAL EDUCATION—ITS PURPOSE

[An address delivered by H. C. Buck on the occasion of the laying of the foundation-stone of Massey Hall by H.E. the Governor of Madras]

To those of us who have been pioneering in the promotion of comprehensive, scientific Physical Education and in the training of qualified leadership for the profession, it is a source of great satisfaction to have reached that stage of progress which permits us to lay the foundation-stone of our first permanent building. We rejoice that we will soon be able to occupy structures more substantial than thatched huts. To us this permanent building symbolizes one more step forward in our efforts to secure for Physical Education recognition as "Education" and its introduction as an essential part of the curriculum of every school and college. The laying of this foundation-stone is symbolic of foundations laid for more wholesome playing and therefore for more abundant living by the young men and boys of India.

If we were interested in Physical Education as a mere exercise process rather than because of its inherent educational values, the old system of dull, formal physical training conducted by illiterate "Drill Masters" might still claim our attention. In that case this administration building with its offices, class-rooms, and library would not have been made possible by its donor nor would the Madras Government have been interested in giving us this beautiful 63-acre site. But with the building and playing fields serving as laboratories in the promotion of wholesome, happy living, we trust the donors may enjoy the fruition of their hopes for the development of a happier, healthier, sturdier Indian Youth. In accepting these generous and useful gifts we have been entrusted with a grave responsibility.

COLLEGE'S ORIGIN

The YMCA College of Physical Education came into existence to fulfil the need for training educated teachers of physcial activities. For many years India has been content with an ineffective "Drill Master," system in its schools and colleges.

It has been an uphill struggle gradually to secure recognition of the fact that an individual's hours of play form one of the most important parts of his life, and that it is vital to provide for these play periods specially trained teachers whom we call Physical Directors, who understand the principles and methods by which play should be guided.

We are not among those who extravagantly claim that play necessarily develops character, and that physical exercise is a cure-all. Our experience has taught us that play may actually destroy rather than build character. But we are convinced that properly organised programmes of Physical Education under purposeful leadership may be one of the greatest educational forces for character development. The purpose of this institution has been to give a more wholesome interpretation to Physical Education and to shift the emphasis from meaningless "drill" to activities suited to the nature and needs of the participants.

The person to whom India as a whole is most indebted for this desirable transfer of emphasis is Dr. J. H. Gray, who under the auspices of the YMCA came to Calcutta in 1908 and served as Adviser to the Government of Bengal on Physical Education. Transferred for some years to China, he was instrumental in starting a Training Institution for that country and in developing the Far Eastern Olympics in which India now participates. But fortunately for this College, he has during the past several years been serving India as the National YMCA Physical Director and has been able to devote a large portion of his time to the YMCA College.

THE 1920 LANDMARK

From 1908 until 1920 the pioneering work in improving leadership and in giving a rational interpretation consisted chiefly in conducting short term courses for the physical training teachers already in service. Then, in 1920, we started in the Madras YMCA on the Esplanade, the first really adequate course extending over a period of one year. This was attempted in spite of the fact that we were told that no educated men would come forward to prepare for the new profession of Physical Education and that no employment could be secured for such leaders following their training. However, we made a beginning, with great faith and five college graduates deputed as students. We were unfailingly supported

by the generosity of the Board of Directors of the local YMCA, the co-operation of its General Secretary, Mr. McClelland, and by financial support from the National Council of the YMCA. In 1921, the second year, we had only 3 students, and the pessimists began to firmly register their doubts. But the third year brought us 12 students and since then the steady increase in quantity and quality has been most gratifying. This year we had on our rolls at the opening session 85 students, many applicants being prevented from registering because even thatch and bamboo hostels have limited expansion. Some students were so eager to be admitted that they very sportingly took up residence in the bamboo structure intended for a store-room.

The years since 1920 have been eventful ones. By 1924 we had outgrown the facilities on the Esplanade and moved the college to Royapettah, where through the continued kindness of the local YMCA, we were permitted to occupy the 5-acre site of the Royapettah Branch. There it was possible to enlarge our programme because of the more adequate facilities provided for major games.

CRITERIA OF SUCCESS

We do not, however, measure progress merely by equipment. Our criteria of success is the growth of the play and health habits among children and adults, and the increase of facilities for play provided by educational institutions and municipal bodies.

Madras may be proud of the recommendations of the Beasley Committee appointed by the Government in 1928 to consider measures for improving Physical Education in the Boys' Secondary Schools of this Presidency. Its work was quickly followed by a Committee appointed to consider the play problems of the Elementary Schools. In 1927, the University of Madras led India in making Physical Education a requirement for its colleges. Andhra University is now preparing to follow suit. It has been a privilege and a pleasure to share in these developments.

Madras has not been alone in this progress. Burma has made great strides in developing her play programme, and we are proud of the work of our students there. The Punjab has generally sent us a large number of students, and developments there are most gratifying. The University of Punjab has recently legislated that

for every 250 students in a college, there must be on the staff at least one qualified Physical Director.

We have been happy to receive yearly a delegation of students from Bengal. Rapid progress has been made in that province, and its University has now provided that from 1936 every student seeking admission to its affiliated colleges must pass an entrance examination in both handicrafts and physical efficiency.

Private institutions for promoting physical activities have been springing up all over the country. And in Madras even the casual observer may note the increasing informal groups of players, and admire the ingenuity with which they play games in most unlikely spots.

LACK OF "PLAY SPACE"

It is is deeply regrettable that in Madras City this new enthusiasm for play and games is often dampened by lack of play space. Madras, with a population of 600,000 people,* should provide at least 60 properly equipped and supervised playgrounds, or one for every 10,000 population. In the congested areas of the city, the streets are crowded with children who have no other place to play. It is unfortunate that with the many open areas which could still be economically utilized for playgrounds, the city has not yet taken advantage of its opportunities. The suitable open spaces are rapidly disappearing and unless prompt action is taken the expense of developing a system of public playgrounds, which every city requires, will be tremendously increased.

During our sojourn in Royapettah we attempted, in addition to the training of specialists, to supply recreation to some of the schools and clubs of Madras City thus handicapped for lack of play areas. But demands in both branches of service became too great for the small Royapettah compound. The Madras Government fully appreciated our difficulties and we are here to-day because Government set aside this land to enable us to render a larger and more effective service.

In April 1932, the new Saidapet property was officially turned over to us. At once we began the erection of temporary quarters and the preparation of the playing fields. In July, just three

*The City has now about 10 lakhs (a million)—*Ed.*

months after taking over the land, we began our present year's work.

In addition to the regular day's work for our 85 students who are preparing to become specialists in this profession, and the Saturday morning classes for school teachers from Madras and Saidapet, it has been a pleasure to welcome to our playing fields, teams from the schools and clubs of Madras. Already they have played more than 75 matches here.

During the next month the Provincial Olympic Sports, the Inter-Collegiate Sports and the Madras Schools Sports will be conducted here.

FUTURE DEVELOPMENT

We therefore visualize our future development under three heads :—

1. The training of educated young men to become qualified Physical Directors. This is the first charge upon our resources, for only as this profession is appreciated and understood may it realize its possibilities.

2. Our second activity will be, as in the past, the direction of Saturday classes and short vacation courses in play and games for teachers who wish to be of greater service to the children whom they teach. This year almost 200 school teachers come here on Saturday morning for such training.

3. And finally we visualize this area as a Play Centre for Madras, developing as we are facilities for all sorts of major and minor games, both foreign and indigenous.

In addition to these facilities, we possess in the cocoanut tope adjoining Mount Road an ideal site for a Children's Playground. When funds permit, or a generous friend meets the cost, we plan to develop there a model scheme for small children, so that adults using the major games courts may bring also the smaller members of their family for a few hours of play under the supervision of our students.

Madras is greatly in need of a large, scientifically constructed and hygienically clean swimming pool, supplied with shower baths, chlorinated water, etc., and conducted under adequate supervision. Eventually we hope to construct such a pool here, which may be an asset to the people of Madras, as well as to our students.

A boat house and facilities with which to enjoy the Adyar River which forms our eastern boundary, is another of our objects.

ACKNOWLEDGMENTS

For the opportunity of developing this play and sports centre, we are deeply indebted to the Government of Madras for the alienation of the land, ideal for our purposes. In this connexion we must express our gratitude to Mr. A. F. W. Dixon, I.C.S., whose enthusiasm for sports is not confined to his own personal enjoyment of his beloved specialities Cricket and Rowing—but who as a true sportsman wishes everyone to play also. His help and support have been unfailing and we are grateful for an opportunity to publicly express our deep and lasting appreciation.

We regret that it was impossible for Colonel Vincent Massey of Toronto, Canada, to be present to-day. The building whose corner-stone is now to be laid will be called "Massey Hall", as a slight token of our gratitude for the vision of India's needs and the generosity to meet them which prompted his splendid gift.

Our gratitude can be but very inadequately expressed to our architect Mr. Schaetti, who has planned so wisely and so beautifully for our needs two gifts, the land and the building. Our thanks are also due to Mr. R. Dann and to Mr. P. V. George for invaluable service rendered as members of our Advisory Committee. Our deep appreciation is especially due to Mr. Littlehailes, Mr. Grieve, Mr. Smith, Mr. Candeth, Dr. Subbaroyan, Mr. Statham, and Rao Bahadur R. Krishna Rao Bhonsle.

Often we have felt that no institution in India was so poorly equipped as nor operated upon a smaller income than ours. We are convinced, however, that none may claim a more devoted staff nor a more loyal group of students, past and present. Staff and students, realizing the trust imposed upon us with these beautiful acres and this splendid building, conscious that our work has just begun, press forward into larger service for the Youth of India, remembering the words that are to be inscribed over the entrance to Massey Hall.

"That Ye Might Have Life, And Have it More Abundantly".

AN INTERPRETATION OF PHYSICAL EDUCATION

H. C. Buck, M.A., M.P.E.

1. **Physical Education Defined.**—Physical Education is education by means of physical activities. It is a necessary part of the general process of education if one is to be equipped to live an abundant life. Williams in his book "Principles of Physical Education" which should be read by every educator, defines physical education as the sum of man's physical experiences selected as to kind and conducted as to outcome. Selection of activities as to kind implies taking into consideration the nature of man, the type of activity which has made him structurally and functionally what he is to-day, and the actitivities which must be continued to ensure proper biological succession. This means that our programmes in physical education should be made up of those natural, racially old, big muscle activities employed in the form of games and athletics which appeal to the inherent interests and desires of the participants and which equip them to function effectively as members of society. It is only adequate participation in such activity that will keep us from becoming physically illiterate. Conducting activities as to outcome implies intelligent leadership that employs these natural activities to develop in the participants high standards of social and moral conduct, and skills that function in life.

Physical Education then is a truly educative process and not mere exercise and perspiration. It is education of the whole man THROUGH the physical and not mere development of the physical. It must be expressed in harmony with the established facts of psychology, and biology, and sociology and as such has a legitimate claim for inclusion in the general scheme of education.

2. **The Aim of Physical Education.**—Williams gives the following as an aim of Physical Education. "Physical Education should aim to provide skilled leadership and adequate facilities that will afford an opportunity for the individual or group to act in situations that are physically wholesome, mentally stimulating and satisfying and socially sound."

For our Colleges then the aim should be to provide ideal environments and facilities for natural physical activities with highly qualified leadership having scientific knowledge and sympa-

thetic understanding of human nature. Further, the aim should be to make possible for individuals and groups within these wholesome environments to gain full opportunity for self-expression and self-development by providing stimulating situations out of which will arise experience abundant in physical, mental, social and moral values.

The primary aim is not to develop star atheltes, winning teams, expert performers, or physical marvels, but a national vitality based on character values as well as on those of physical stamina.

3. **Objectives in Physical Education**—(*a*) **Development of Organic Vigour.**—This is dependent upon a wise selection of activities arising out of the inherent interests of the participants, and so conducted that the normal functions of the body are developed and improved. The racially old, big-muscle, or natural activities are the ones that have made man what he is to-day both functionally and structurally, and this type of activity in a rational form must be continued to preserve proper biological succession. It is our belief too that moral health is largely dependent upon physical health, or functional power of the vital organs.

(*b*) **Development of Neuro-Muscular Co-ordination or Skills.**—The development of skills in a large variety of physical activities makes it possible for individuals and groups to obtain satisfaction and happiness in a variety of ways during leisure time. Many people are unhappy and maladjusted because they are physically illiterate and do not know how to enjoy their free time.

Procession of skills in naturalised forms of individual and group play activities enables people to give wholesome expression to innate desires and interests.

(*c*) **Development of Right Attitudes toward Play and Toward Physical Activities in General.**—It is not only possible, but necessary, to base the programme on such sound psychological principles that there will be developed in the masses wholesome attitudes toward play and physical activities, and habits of life through long participation in them. This can be done only by providing activities that appeal, that give opportunity for self-expression and self-improvement, that afford satisfaction in the doing and a desire to continue. Proper leadership can instill the idea of participation for the sheer joy of the activity itself without any concern

about winning or losing, or desire for material reward. Teaching people to look upon physical activities as a recreative measure rather than as an exercise process or money-making spectacle will go far toward creating desirable attitudes.

(*d*) **Development of Desirable Social Attitudes and Conduct.**—This is possible in a programme of physical activities where emphasis is placed not on spectacles and not on winning, but on the ethical values inherent in playing games with and against others. The relationships and experiences of co-operation and competition on the athletic field call for decisions very similar to those which have to be made in every-day life. Leaders with moral purpose will make it possible for their athletes to act and decide in the light of values and consequences, and will relate the idea of sportsmanhip as practised on the playing field with the desirablity of carrying that laudable practice over into all relationships with their fellow men. A programme of activities that does not afford opportunities for developing ethical values which function in life is not educationally sound and has no reason for existing.

(*e*) **The Development of Correct Health Habits.**—Health is physical, mental, moral, social, and emotional. A rational programme of physical activities in a wholesome environment under sane leadership can stimulate the participants to develop favourable attitudes and habits in all of these phases of health, thus influencing them to live abundantly. This can best be done by making it possible for those engaging in physical activities to discover for themselves the true values and satisfactions of wholesome living.

4. **Some Fundamental Principles in Organisation and Administration of Physical Education.**—(*a*) Physical Education should be planned and conducted, not as a therapeutic measure, but as a truly educative process. As such it deserves a prominent place in the general curriculum, and time-tables should be revised to permit adequate and effective programmes.

(*b*) Programmes of Physical Education in various institutions will vary according to facilities, needs and interests of students, and other local conditions, and according to the type of leadership. But it appears to me that for Colleges in India there are about four possible methods of introducing effective physical educa-

tion for all students. These possibilities I shall briefly list as follows :—

(1) Change the College time-table so as to start lectures earlier in the day, thereby dismissing much earlier in the evening, to permit an adequate programme of physical activities to be conducted, say from 3 to 6 p.m. Such an arrangement would be feasible in a College with not more than 400 students in attendance, and with only one Physical Director.

Or (2) Utilise the early morning hours as well as the late afternoon hours for organised physical activities. It seems ridiculous not to take advantage of the pleasant morning hours for physical recreation in India when it is out of the question to participate in out-door games during the heat of the day. Hostel students and those residing near the College playing fields can report in the morning. Other students can be organised into groups for evening activities. In this way Physical Education classes can be conducted from 6 to 8 a.m. and 4 to 6 p.m. without greatly altering the present time-tables. Colleges having 500 to 600 students will need to resort to such a scheme of organization if they depend on only one Physical Director.

(3) Erect gymnasia well-suited to Indian conditions, in which throughout the entire day games and other activities can be conducted with protection from heat, sun and rain. Colleges having 600 to 1,000 students will have to adopt this method unless they have sufficient out-door play area to accommodate large numbers of students at one time with a sufficient number of physical activities teachers to properly look after the various groups.

Or (4) Provide such ample out-door play facilities and sufficient assistants for the Physical Director that the entire student body may be able to report on the play fields at one time for organised activities. This would require about 2,500 sq. ft. of play area per

student in attendance and 20* Physical Directors for 1,000 students. Since this does not appear to be the most economical scheme of organisation there should be a greater willingness to revise time-tables, to conduct activities both morning and evening, and to give the Physical Director just a sufficient number of assistants to make his work educationally sound.

(*c*) Highly qualified leadership is essential for success. The physical director must have a College Degree and a Diploma in Physical Education. He should be given the status and salary of a lecturer and be recognised as an educator, not as a mere exercising machine.

He might be required to do some teaching other than Physical Education, but never so much as to interfere with the promotion of constructive Physical Education. He must have time to plan and organise as well as to teach physical activities, and his service load should not be greater than that of other members of the staff.

His assistants might be persons with lower educational qualifications ; but must be technically trained in Physical Education.

(*d*) Whether the programme is compulsory or optional the aim should be to provide the facilities, the leadership and the opportunity that will make it possible for all students to participate in physical activities daily. Even a required programme should offer a wide variety of activities from which students may select according to interests.

It is well to organise by seasons, concentrating on a few activities each season and requiring students to select not less than two or three activities per season. At the end of each period the students might be required to pass a test covering (1) knowledge, (2) skill, and (3) teaching ability in those two or three activities. Attendance and attitude should also be taken into consideration and students who do not measure up in a satisfactory manner in Physical Education should not be permitted to sit for academic examinations. Even where a compulsory programme is in effect there should be special periods for optional participation.

* Mr. Buck laid always very great emphasis upon the practical and economic aspects of the problem.—*Ed.*

(*e*) To get results consistent with stated aims and objectives the Physical Education teacher should not be expected to handle a squad of more than 40 to 60 students at a time. The academic time-tables and physical education time-table should be arranged to make this possible. Otherwise more than one Physical Director and very large play areas will be required, for we must remember that Physical Education periods like academic periods are teaching periods, and the teacher must be permitted to deal with small squads if he is to get results.

(*f*) Every Physical Director should make strenuous efforts to enlist and train a group of volunteers from among the students and staff to assist him in conducting and supervising activities. This will make it possible to successfully engage several groups at one time in various games courts and will make it unnecessary to employ a large number of paid assistants.

(*g*) The Physical Education programme should not be built upon some particular systems or table of artificial exercises, nor upon any rigid scheme of standardisation. Such organisation does not take into consideration the nature of man nor the fact that physical activities to appeal must have some meaning for those who are to participate in them. Formal activities, sometimes, spoken of as "Drill" or "Calisthenics" may find a place in the programme, but should not monopolise it.

But Physical Education, like any other phase of education, objectives and functioning, must be expressed in harmony with the established facts of psychology, biology and sociology. To be consistent with this point of view the activities selected and promoted must be done with the following essential factors in mind :—

(1) The inherent interests and desires of the students.

(2) The physiological or health values of the activities.

(3) The needs of the students.

(4) The social values of the activities.

(5) The carry-over or life values of the activities.

(6) The existing facilities and conditions, etc.

(*h*) As soon as a qualified Physical Director is appointed, regardless of the scheme in vogue prior to his appointment, he should be entrusted with full responsibility for the entire programme of physical activities in the College. It places a Physical Director

in an extremely awkward situation if some former " Games Secretary " is permitted to continue with the direction of that programme, leaving the Physical Director to take second place. Naturally the Physical Director needs and wants the hearty co-operation of staff members, but as Physical Educator he must be the co-ordinator of all physical activities and of the facilities for the same. He cannot possibly do full justice to the task unless he is given full responsibility for developing and supervising a really comprehensive programme including optional as well as required physical activities, and including health education also. He and the Principal can best develop the programme and the machinery for putting it into operation and for keeping it going successfully. The Principal as head of the institution and the Physical Director as head of the Physical Education Department should after working out a feasible scheme for that particular College, select suitable persons to assist in putting it into effect. This group of workers which may be composed entirely of staff or partly staff and partly students, might be termed the Physical Department Committee with the Principal as Chairman and the Physical Director as Secretary. The Bursar is the logical person to serve as Treasurer.

In all this the important point to emphasise is that Colleges should employ only such Physical Directors as can measure up to such a responsible task.

(*i*) Medical Inspection, or what is of more value, Health Service, should be introduced and closely co-ordinated with Physical Education. This should be done by having a Medical Examiner attached to each college, either part-time or full-time depending on the size of the institution. The Physical Director and the Medical Examiner should then co-operate in such a way that adequate Health Service and Physical Education may be co-ordinated under one comprehensive programme of Health and Physical Education. This may be administered by the Physical Director since he is a full-time member of the staff in constant touch with the students, and since he is trained to fully understand the implications and values of such a constructive comprehensive programme, where the Medical Examiner may be only a part-time person making occasional visits as required. For this reason, Health Education and Physical Education should be co-ordinated in one department,

termed the Health and Physical Education Department with the Physical Director as its head.

It is not a wise plan to appoint one Medical Officer to tour and inspect all the Colleges of a University since that throws too much Medical Inspection work on to one man and makes it impossible for him to carry on the necessary follow-up work. It is still less wise to expect a Medical Officer to inspect Physical Education unless he is fully qualified by technical training in Physical Education. Further, Physical Education is not a therapeutic measure, but a truly educative process.

(*j*) Hygiene or Health Instruction should be included in any well organised programme. However, hygiene should not be taught as an academic subject, but as a way of living, in such a way that it may be applied in every-day life, thus leading to health habits and wholesome living in every phase of life. The pernicious habit which students have of exercising vigorously in street clothes, with no bath and no change of clothing following the exercise is a gross violation of the fundamental principles of hygiene. For all Physical Education activities there should be a complete change of clothing, a bath following the activity and a change into dry clean clothing to avoid chills and fevers. Also in every educational institution there should be ample latrine facilities and students should be compelled to keep compounds clean. We cannot teach health habits if we do not provide the facilities to enable students to practise health habits, for we learn only what we practise.

(*k*) There should be a special programme of restricted, safe activities for weaklings. Such persons should not be exempted from Physical Education, for they too should profit by all the values to be derived from participating, in so far as their capacities will permit.

The Table at the end is suggestive of a constructive teaching programme for one Physical Director in a College having 500 to 700 students. Smaller Colleges could arrange to require all students to report daily and in smaller groups. It also clearly indicates how the time of a Physical Director can be profitably utilised without requiring him to teach academic subjects.

If more than one Physical Director is employed or if the Physical Director is given a sufficient number of competent assistant instructors the time-table can be modified so that more groups

can report at one time, and the number of periods can thereby be reduced. In any case the number per teacher should not be much over 40, and if many groups report at one time the play area will have to be considerably increased.

Two required periods and two optional periods per week would make it possible for all students to participate at least four hours per week.

Hostel students and those residing near the College could easily report for morning activities and those residing at some distance could report in the evening.

The academic periods, as well as the physical education periods, could be of 45 minutes duration, thus making it possible to begin evening physical activities as early as 3 o'clock.

Small Colleges can possibly arrange to time-table to accommodate the students adequately in evening activities. But Colleges with a very large student enrollment will be compelled to conduct morning and evening activities to do justice to this phase of education. The attempt in all cases should be to gradually provide such facilities, such leadership and such a time-table that all students may have proper physical education daily.

(*l*) A suggested possible Time Table for Physical Activities; in a College having 500 to 700 students; with one Physical Director in charge; with required activities for all students at least two hours per week; and Optional activities at least two days per week.

Days	*Hours*	*Groups*	*Numbers*	*Activities*
Mon. & Wed.	6—6-45 A.M.	1st Yrs. Sec. I	40 to 60	Chiefly natural, but organized and taught with character values in mind as well as mere physical values.
	6-45—7-30 A.M.	2nd Yrs. Sec. I	40 to 60	
	7-30—8-45 A.M.	3rd Yrs. Sec. I	40 to 60	
	3—4 P.M.	4th Yrs. Sec. I	40 to 60	
	4—5 P.M.	4th Yrs. Sec. II	40 to 60	
	5—6 P.M.	Representative Teams and Optional Groups.	50 to 75	
Tues. & Thurs.	6—6-45 A.M.	1st Yrs. Sec. II	40 to 60	They should be selected according to needs and interests of students and according to facilities, and conducted with educational aims in mind.
	6-45—7-30 A.M.	2nd Yrs. Sec. II	40 to 60	
	7-30—8-15 A.M.	3rd Yrs. Sec. II	40 to 60	
	3—4 P.M.	2nd Yrs. Sec. III and Day Students from a distance.	40 to 60	
	4—5 P.M.	1st Yrs. Sec. III and Day Students from a distance.	40 to 60	
	5—6 P.M.	Representative Teams and Optional Groups	50 to 73	
Fri. & Sat.	6-30—8-30 A.M.	Optional Groups and Leaders Class	According to Facilities	The organizing and teaching must be as carefully and thoroughly done as the academic subjects.
	3—6 P.M.	Optional Groups and Match Games.	According to Facilities.	
Total number of students cared for in well organised and well conducted activities.			500 to 750	More groups and more students if more than one Physical Director.

HOW CAN SCHOOLS MAKE PHYSICAL EDUCATION VITAL IN THE EDUCATIONAL CURRICULUM *
(PAPER READ AT THE 3rd PROVINCIAL PHYSICAL EDUCATION CONFERENCE, SALEM.)

By **H. C. Buck, M.A., M.P.E.**

1. Plan the entire school programme in such a way that every pupil in the school shall participate daily in a purposeful, meaningful, well organized and well supervised physical education programme. This may require drastic revision of general time-tables to permit an adequate number of physical education classes per day and per week. But if education is really meant for the child a way can be found.

The whole child goes to school. He takes with him his physical life, physical interests, and physical needs. These must be catered to every day in the week and not only on one or two days. School life as it is organized to-day does not give due consideration to the physical aspects of life and may even be detrimental to health, physique, physical skills and moral character. Since the physical life is basic from the point of view of health, and since it is through physical activities that much real education is possible, all educators should seriously consider ways and means of re-organizing school programmes for education of the whole child.

Physical activity is a biological necessity. Therefore, physical education activities should form the foundation-stone of all education ; and a willingness to face facts might bring us to the point of making first provision for physical education and building the other school work around it.

2. Each physical education class period should have a duration of not less than 40 to 60 minutes. Some time is required for coaching and improving skills and technique, and some time for competition between groups. A shorter period than this does not permit mental or physical satisfaction for the class for the teacher. Further, if there is change of clothing for physical activities (and there should be for obvious hygienic reason) a shorter period allows very little time for physical activities.

* Paper read at the Third Physical Education Conference, Salem.

3. Plan and conduct physical education in such a way, that not more than 30 pupils shall report to the physical education teacher at a time. Classes with a strength of not more than 30 pupils will permit the person in charge to actually teach, and to obtain desirable outcomes. The herd system is not permitted in other branches of education and cannot be permitted in physical education if we desire to make it educationally sound. Desirable skills, habits and attitudes can be developed during physical education periods if groups are small enough to permit actual teaching, and to permit individual as well as group attention. Mass physical education is of no more value than any other mass education. Even the traditional barren programme of mass drill cannot be well done in large numbers. Certainly scientific, educationally sound physical education will not permit the mass method because here the emphasis is not an exercise alone, but on obtaining outcomes useful now and throughout life.

4. Adapt the physical education programme to the interests, needs and capacities of pupils.

The traditional practice has been to plan merely to exercise the pupils. Physiological and anatomical needs may have been considered, but psychological factors did not guide. The child was fitted to a programme rather than fit the programme to the child. Such procedure is recognised as being bad in general education. It is even worse in physical education.

But an educationally sound programme of play, games and athletics has a greater appeal to the interests, and is fuller of meaning to the participants than any other type of physical activity. Also such activities afford greater opportunity for directing energies in proper channels, for obtaining educational values, for developing qualities of citizenship, for building moral character. Likewise such natural activities can be carefully selected, classified, and conducted to cater to the needs as well as interests, and of course must always be well within the capacity fo the participants to perform. The secret of sucess here is to consider carefully the nature and the needs of the pupils and to provide through natural and rational activities, physical experiences whose outcomes will be normal, happy, healthy, emotionally sound boys and girls. The traditional drill programme is not adapted to the interests of pupils nor does it adequately cater to their needs. Natural, racially old

activities do appeal to inherent interests and desires and at the same time afford opportunities for developing skills and qualities which are life-like and which give satisfaction throughout life. Health and strength are possible outcomes also.

5. There should be provided an educative and protective programme in health and physical education. In fact, the whole educational procedure should be educative and protective. There should be nothing in school life detrimental to physical skills, to posture, to physique or to general health. It is not for the physical education and health education programme alone to cater to the physical aspects of life. Unfortunately, we still find those who are under the impression that school life necessarily is detrimental to the physical aspects of life, and that physical education merely comes in as a therapeutic agency to rectify the damage done by other phases of school life. But in our opinion any school which does not cater adequately to every aspect of life, which does not give opportunity for full and free expression of all phases of life, which has such an undesirable environment, such lack of facilities, such a badly organized programme that it undermines the health and happiness of pupils, we may be sure that its programme is neither educative nor protective and that it has no good reason for existing. Fortunately, however, true educators the world over have come to realise that school life must not be detrimental to health and happiness, and, that, therefore, the physical education programme need not be therapeutic in outlook and emphasis, but educative in every sense of the word. Physical education must place emphasis on activities which have social values and which make for wholesome happy living. This means that instead of traditional drill there must be provided physical activities which have meaning for the participants, which afford both mental and physical satisfaction, and which may result in habits, attitudes, and skills useful now and throughout life. Further, such activities must be directed for desirable outcomes and must be rational to ensure not only protection but full normal growth and development. Related to such an educative and protective physical education programme must be intelligent attention to diet, sanitation, hygiene, environment, facilities and leadership in every phase of school life if the products of the schools are to be worthy, happy and useful citizens.

6. The physical education programme must include a large variety of activities.

Recent tests have shown that a narrow static standardized programme of physical activities fails to produce the skills that give satisfaction throughout life and which must be possessed if one is to be lifted well out of the physically illiterate class. The chief defect of the traditional standardized systems of physical education is that is it possible to pass successfully through the system and still be physically illiterate. The growing, developing pupil should be exposed to a large variety of natural activities to ensure that all his fundamental skills may be developed. The traditional drill programme fails to develop all of the fundamental skills and at the same time specialization on only one game likewise fails. In the past we have seen boys pass through school or college, or both, having had no physical activity other than drill and gymnastics or perhaps nothing more than participation in one game like football. Such narrow experiences leave the person physically illiterate, certainly not physically educated. He passes out of school or college with so few physical skills developed that his physique and movements are far from beautiful to behold and far from a source of satisfaction to the possessor himself. To obtain real satisfaction from the physical life one must be physically skilful, and to become physically skilful one must participate in a large variety of physical activities involving all of the fundamental skills.

7. There should be a proper balance and right relationship between Instruction Periods, Participation Periods, and Inter-School Competitions.

What we commonly think of to-day as Compulsory Physical Education should be proportionately divided into two parts, one part for Instruction and another part for Participation. During Instruction Periods the pupils should be trained in the skills and technique of those activities and games which will form the play and competitive programme of Participation Periods. Instruction Periods are not Theory Classes as some people came to believe who read the Proceedings of the D.P.I., on this matter. Instruction Periods are actual physical activity classes in which the teacher helps pupils to develop skills which will enable them to enjoy their free play and competitions. Drill and gymnastics might

form a small part of the Instruction Period if such activities really have any value for the present and for the future. But natural activities will come in for major emphasis because these will more likely be utilized in the Participation Periods.

Participation Periods in physical education are those organized and supervised classes in free play, group competitions, inter-house matches, inter-hostel, inter-class, or intra-mural competitions. Having learned the games, and having been taught the technique and fundamental skills of a wide variety of activities during Instruction Periods, the Participation Periods as well as that real opportunity is provided for character development as well as physical development through a scheme of play for all which makes it necessary for every boy in the school to do his best for his group and for his team. For obvious reasons Participation Periods should occupy a major place in the programme. But they will not serve their best purpose nor afford fullest satisfaction unless a proper amount of time is given to teaching skills by means of Instruction Periods.

In so far as Inter-School Competitions are concerned there still is too much of a tendency to place major emphasis and to spend a disproportionate amount of the budget on the small number of boys who represent the school in these activities. We believe in representative teams and in Inter-School competitions but these should be merely the peak of the pyramid with a well-laid foundation of play and games for the whole pupil body and with emphasis on the foundation rather than on the peak. Meaningful physical experiences must be provided for all if we are to fulfil our aim for desirable outcomes.

We cannot realize this aim by starving the compulsory programme and over-feeding the optional. The compulsory programme must be made up of activities that are as much of a challenge to the participants as are the activities of the Inter-School Competitions, and they must likewise have their full share of funds, facilities, and competent leadership.

8. Considerable emphasis should be placed on physical activities that are useful to adolescents and adults as leisure-time activities.

While it must be recognised that physical exercise in abundance is necessary to keep pupils physically fit we must constantly keep

in mind that the boy will not always be a boy and a pupil. Some day he will have completed his school life, but he will, no doubt, still have a desire to express himself physically. The question now arises: have we during his school life given him anything in the so-called physical education programme that will enable him to participate with joy, satisfaction, and benefit in physical recreation during his leisure time? Too much emphasis in the past has been placed on merely exercising the pupils. The physical education programme has given them little or nothing that was mentally stimulating and satisfying either for the present or for future leisure time recreation. As you are well aware the modern trend is to educate to leisure time. Similarly, physical education must educate for leisure time. The activities must be such as have carry-over values. Formal artificial physical activities have little or no carry-over values. At any rate we do not find boys or adults resorting to such activities for recreation in their leisure time. The normal person finds satisfaction in some form of play or games, in natural activities, and if he has been so UNFORTUNATE as to have attended a school which did not develop his playing skills, his playing habits, and his playing attitudes he is likely to be a most unhappy maladjusted individual in the present-day social order which is wisely turning more and more to physical play for recreation and satisfaction during part of its leisure time. But such leisure time activities must be wholesome and must be of such a nature that they may be participated in by individuals, or by couples, or by small groups and in small areas, as well as by larger groups in larger areas. The school programme of physical education must, therefore, provide instruction in a wide variety of games and recreative activities suitable for individuals, for pairs, for groups small and large and for all sorts of conditions and situations. The boy or girl who is fortunate enough to attend a school that looks forward to the time when the boy or girl is no longer a pupil; a school which realizes that much of the unhappiness in this world is due to failure to find satisfying recreation during leisure time; a school which provides physical activities which have carry-over values; that boy or girl is more likely to adjust happily to society and more likely to live wholesomely and constructively during leisure time than the unfortunate boy or girl who has had nothing but Swedish Drill during school physical education periods.

9. The School should keep and use for the good of the child, records of pupils' condition, behaviour, and attainments in health and physical education.

It is common practice to keep records of pupils' work and attainments in the regular academic pursuits. Perhaps this is done only because such subjects are examinations subjects, rather than for the good of the pupil. But if it can be done in one section of school life, and if it has its values there, it can be done, in health education and physical education, and it would, no doubt, give us facts that would be of immense value in shaping the programme according to the nature and needs of pupils.

Tests and measurements in physical education serve the double purpose of obtaining facts that may guide us in our work, and as an incentive to pupils to improve their skills, physique and health. It is one way of motivating the programme, and of placing it on a level with the academic work.

10. The school should work closely with the home in an effort to secure the correction of remediable defects discovered during the medical examination.

Medical examinations are of value only when there is sufficient following up work to see that defects are remedied. And, of course, there must be a very close working relationship between the physical education and medical examination or health service, in order to protect and promote the health of pupils.

11. The physical education programme must be carried on under competent leadership.

Vital physical education is scientific and educationally sound. To make it so, requires the best leadership available. The physical education teacher must be intelligent, educated, specially trained, resourceful, purposeful, and a lover of humanity. He must be a person of good moral character, a good teacher, a good organizer, a fair performer in a variety of physical activities, and a person whose philosophy of life is such that he can employ play and games as educative socializing instruments. Fortunately the practice of employing illiterate drill masters to "EXERCISE" the pupils is rapidly becoming obsolete. Many schools now have something much better than that. But we still have a long road to travel towards improving the leadership. Our experience leads us to advise schools to depute for training as physical education teachers,

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men with not less than secondary grade teacher training, and preferably to send the University Graduate who has had teacher training. We note with pleasure the constructive vitalized physical education programmes that have been developed in a few schools where such more highly qualified leadership has been employed. We look forward to the day when more and more schools will add to their teaching staffs the more highly qualified physical education teachers available, or that they will depute for training potential leaders of the type herein described. As parents, when we entrust the physical lives, emotions, primitive urges, and formative characters of our children to physical education teachers we should make sure that those teachers have a scientific knowledge and sympathetic understanding of child nature and of the developing boy. Physical education teachers are educators, and must possess in addition to technical qualifications, all of the qualities and qualifications of teachers and educators in the field of general education.

12. Adequate facilities, equipment, and supplies should be available for the conduct of the physical education programme.

Naturally, these will be determined by the strength of the school, by the age-characteristics, by inherent interests and desires, by the play traditions of the locality, by the needs and physical capacities of the pupils, and by the budget. But there should be a much greater attempt to budget and provide for these essentials than we find in some quarters to-day. If the pupil is to develop normally as a physical being, if he is to learn skills which may be useful to him throughout life, if he is to develop habits, attitudes and qualities acceptable in the present-day social order, he must be given full opportunity to express himself physically and to practise and learn habits of fair play on the playing field.

Some one has very wisely said that it is far better to have playgrounds without schools than to have schools without playgrounds. In fact a school without a playground is not a complete educational institution and we should not have any peace until every school is adequately equipped to cater to each and every aspect of life, until every school can truly say that it educates the whole child.

In conclusion permit me to quote Dr. J. F. Williams who says: "The aim of physical education should be to provide the leadership, the facilities and the environment that will make it possible for individuals and groups to participate in activities and in situations that are physically wholesome, mentally stimulating and satisfying, and socially sound."

THE END

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